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Academic freedom, contingent faculty, and social rectitude

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Academic Freedom, Contingent Faculty, and Social Rectitude

D. Austin Bingler

A thesis submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

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Abstract

“If education is the cornerstone of the structure of society and if progress in scientific knowledge is essential to civilization, few things can be more important than to enhance the dignity of the scholar’s profession, with a view to attracting into it’s ranks [professionals] of the highest ability, sound learning, and of strong and independent character.”

(American Association of University Professors, 2010, p.294)

The American Association of University Professors’ 1915 Declaration of Principles on Academic Freedom and Academic Tenure hold true for nearly all faculty members in higher education, with the exception of contingent faculty. Today, contingent faculty members make up somewhere between two-thirds and three-quarters of the instructional faculty who teach college courses (Modarelli, 2006; Monks, 2009;). Many of these contingent faculty members have successfully completed collective bargaining campaigns in order to create a fair milieu for themselves (California Part-time Faculty Association, n.d.; Yoshioka, 2007). However, when it comes to contingent faculty members in a state that prohibits collective bargaining, issues arise around whether or not these individuals are truly academically free. This qualitative research investigates contingent faculty members at a mid-sized university in a state that prohibits collective bargaining, specifically examining the perceptions of contingent faculty members regarding their own academic freedom. This research explains the perceptions of contingent faculty members who are employed in such a state and closes the research gap pertaining to academic freedom, collective bargaining, and contingent faculty members. Implications of this research will be used to better the environment that contingent faculty members currently face while employed by an institution that prohibits collective bargaining.

Chapter 1: Introduction

In January of 1915, a committee was formed by the American Association of University Professors (AAUP) to address the principles on academic freedom and academic tenure (American Association of University of Professors, 2010). Today, the declarations of that report and the findings within hold true for nearly all faculty members in higher education, with the exception of contingent faculty. Currently, contingent faculty members make up somewhere between two-thirds and three-quarters of the instructional faculty who teach college courses. As of fall 2009 there were approximately 1.5 million contingent faculty members employed by degree-granting institutions in the United States alone (Berry, Stewart, & Worthen, 2008; Morris, 2009). Contingent, non-tenure track positions at universities became increasingly popular beginning in the 1970's and due to the uncertainty of faculty positions, higher education administrators sought ways to save money and manage enrollment fluctuations (Berry et al., 2008). The growing trend of using contingent faculty to teach courses is not always a negative one. Faculty in California, for instance, were able to form the California Part-Time Faculty Association which advocated and passed legislature regarding benefits, teaching load, and contingent faculty representation in faculty senates (California Part-time Association, n.d.; Yoshioka, 2007). However, California is a state that allows collective bargaining (National Council on Teacher Quality, n.d.). In states that do not allow collective bargaining, under-represented and over-worked contingent faculty, that are expected to fulfill the same teaching duties as full-time and tenure track employees, as Magner (2009) would say, are being treated in a socially unreasonable way. As an example, if you calculate the basic salary for a contingent faculty member, you would find that they earn

much less than other professions. An average salary for a contingent faculty member is around \$3,000 dollars per course (Wilson, 2009; American Academic, 2010; Committee on Economic Status Report, 2011), for a class that meets 15 weeks for three hours per week. Typically, this requires 4 hours of prep-time per week, as well 20 extra hours per assignment given. Calculating these, one can surmise about 105 hours of teaching and prep with an average of 60+ hours of grading. This equates to around 165+ hours per course. If one takes the average salary and divides it by the total hours, the result would be approximately \$18 dollars per hour. Compared to the Average Hourly and Weekly Earnings by Private Industry Group (2012) U.S. Census table 644, this is much less than the average construction, manufacturing, logging, mining, trade, and transportation workers. Along with socially unfair treatment, contingent faculty members currently face a growing trend that is becoming the standard for large universities and colleges throughout the United States, (American Association of University Professors, 2010). Through the restraints of educational politics and the institutions that employ them, the desires and needs of contingent faculty are being overlooked in pursuit of an economically fit agenda. The question is, what does academia value more, the quality of its educators or the price of providing that quality?

This survey research examines contingent faculty at James Madison University, a mid-sized Virginia public university, where nearly 35 percent of the instructional faculty are considered contingent members in the scope of this investigation. Issues of social justice and academic freedom in Virginia are of special interest because of the state's legislative prohibition on collective bargaining (Prohibition against collective bargaining, Va. Code Ann. § 40.1-57.2, 1993). Measures of academic freedom and social rectitude

are identified by the researcher through the qualitative analysis of data collected from these contingent faculty members.

This topic is of personal interest to the researcher in the likelihood that he, too, will be part of the contingent faculty majority in one of the five states that prohibit collective bargaining. It is important to actively bring attention to the issues that this growing majority face, to create solidarity in class-consciousness, and a basis for action. Social advancement of the issues around academic freedom and social justice may help raise awareness and improve future conditions for contingent faculty members throughout these five states, nationally, and internationally. Social justice refers to the ethical treatment and welfare, fair access to resources, and movement towards transformative pedagogy for all citizens in the given system (Zajda, 2006).

Research Question and Hypotheses

The AAUP's 1915 Statement of Principles on Academic Freedom and Tenure, it states that, "if education is the cornerstone of the structure of society and if progress in scientific knowledge is essential to civilization, few things can be more important than to enhance the dignity of the scholar's profession, with a view to attracting into its ranks men of the highest ability, of sound learning, and of strong independent character (p.294). A more modern adaptation in the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure states, "the common good depends upon the free search for truth and its free exposition (p. 3). The present research will help clarify the following items:

1. How do contingent faculty members at a mid-sized Virginia public university, who are also subject to a prohibition on collective bargaining, feel regarding their personal and professional academic freedom?
2. Do the contingent faculty members at a mid-sized Virginia public university, who are also subject to a prohibition on collective bargaining, feel their position and treatment within a public institution is socially unjust?

This research will examine specifically three capacities in relation to contingent faculty; personal feelings of infringement of academic freedom, feelings or illustrations socially unjust treatment, and general sociocultural aspects of prohibited collective bargaining contingent faculty.

The researcher hypothesizes that contingent faculty members that are under greater restrictions in regard to academic freedom, will present data on general feelings of unfair treatment, low job satisfaction, the inability to move upward in their career, insignificant feelings of professional success (Burk, 2000; Maynard & Joseph, 2008; Thedwall, 2008). Also these individuals will present desires to form a collective group for advancing social issues for contingent faculty members (Burk, 2000). Other themes the researcher anticipated to identify are personal stress, lowered desire to execute maximum job performance (Dolan, 2011), differences in instruction (Landrum, 2009; Morris, 2009), and general feelings of helplessness. This research aimed to close the informational gap when examining contingent faculty members within a state that does not allow collective bargaining. The advancement of a socio-educational agenda is dependent upon those who are within that culture. This investigation is an informative

approach to help elucidate the needs of contingent faculty members, specifically those in a collective bargaining-prohibited institution.

Assumptions, Limitations, and Scope

Based on the review of the literature and the gap that presented itself, the researcher assumes that there is a need to identify and research the hypotheses listed prior. The researcher assumes that this gap represents a void that needs to be filled through formal research. Second, the researcher assumes that participants within this investigation instructed or are currently instructing courses as contingent faculty member in the state of Virginia. The researcher assumes that participants gave truthful and un-censored feedback to all questions, given that the survey tool is anonymous and encourages truthful responses.

Limitations of this investigation are that some contingent faculty members are not primarily invested in the institution, such as those who may not see their contingent position as a primary concern because it is not their primary source of income. This means that although attempts are made at gathering participants with meaningful feedback, some of these contingent faculty members may decide not to participate because of other primary obligations. Further, some of the individuals who fall into the contingency category may prefer that their positions are not equal in value to that of a full-time position, for some of the contingent faculty members desire this position as a secondary source of employment (Meixner, Kruck, & Madden, 2010). A second limitation of this investigation is that the sample population may have been skewed because participants voluntarily decided to participate in this investigation.

The scope of this research is rather large when examining qualitative data. The researcher was able to attain 99 useable responses for this research. Because this is a large sample size, the findings of this research may be used to make general recommendations for tools and resources to aid in the advancement of the identified population (Creswell & Clark, 2007; Richards, 2005; Richards & Morse, 2007).

Significance

This investigation will add to the existing literature on contingent faculty by exposing the social implications of being a contingent faculty member in a collective bargaining prohibited state. The social agenda for many contingent faculty groups is advocating for awareness of the issues at hand, but there is an apparent gap in the literature when it comes to addressing the issues of those contingent members who are faced with larger marginalizing implications. Awareness of these issues can help push this agenda and bring about a change for this group.

Research Gap

David Evan's, Vice President for Academic Affairs and Dean of the Faculty at Buena Vista University, comments in one of the popular blogs on The Chronicle of Higher Education website, "one of the things often missing...is actual data on adjunct faculty work and perceptions (Evans, 2010). The research gap, which this investigation addresses, is composed of two things; the sociocultural characteristics of contingent faculty and limitations of their academic freedom, within an institution that prohibits collective bargaining. The researcher identifies general characteristics of social injustice in contexts such as unfair treatment, low job satisfaction, and the inability to move

upward in the career. The researcher also identifies more practical issues such as pay-rate differences, benefits, and perceptions of a social safety net. Investigation into this research gap attempted to illuminate the culture (ways of thinking, acting, and material objects that weave the fabric of life) (Macionis, 2008b) of contingent faculty who are marginalized more than other contingent faculty protected by a collective bargaining agreement and all tenure-track and full-time faculty members in higher education.

Key Definitions

Academic Freedom

A general declaration of principles of academic freedom was reported in the 1915 Declaration of Principles on Academic Freedom and Academic Tenure, “Academic freedom... comprises three elements: freedom of inquiry and research; freedom of teaching within the university or college; and freedom of extramural utterance and action” (American Association of University Professors, 2010, p. 292).

The Merriam-Webster dictionary defines academic freedom as, “freedom to teach or learn without interference (as by government officials)” (Academic Freedom, 2011).

The American Federation of Teachers defines academic freedom as, “ the freedom to conduct research, teach, speak, and publish, subject to the norms and standards of scholarly inquiry, without interference or penalty, wherever the search for truth and understanding may lead” (AFT Higher Education, 2007, p. 1). The definition of academic freedom becomes much more important when examined through the lens of collective bargaining and social rectitude, in the sense that these contingent faculty

members are marginalized more-so than those who are in states that allow collective bargaining.

Contingent Faculty

Contingent Faculty can be defined as “both part- and full-time faculty who are appointed off the tenure track. The term calls attention to the tenuous relationship between academic institutions and the part- and full-time non-tenure-track faculty members who teach in them... The term includes adjuncts, who are generally compensated on a per-course or hourly basis, as well as full-time non-tenure-track faculty who receive a salary” (American Association of University Professors, 2010). Graduate students and fellows who instruct courses are also considered to be a part of this population:

“Graduate students who [teach] independently, perhaps for many years, but not in a probationary appointment, while he or she completes a dissertation... undertaking independent teaching activities that are similar in nature to those of regular faculty, the term ‘contingent faculty’ should apply... Postdoctoral fellowships... are being used in new ways that, in effect, create a new employment tier prior to a tenure-track appointment. The concept of ‘contingent faculty’ includes postdoctoral fellows who are employed off the tenure track for periods of time beyond what could reasonably be considered the extension and completion of their professional training

(American Association of University Professors, 2010).

The American Federation of Teachers – Higher Education (2007) defines contingent faculty as, “[referring] to members of the faculty who have limited term appointments...the term contingent faculty includes part-time / adjunct faculty as well as full-time non-tenure track faculty.

Collective Bargaining

Collective bargaining can be defined as, “negotiation between an employer and labor union usually on wages, hours, and working conditions” (Collective Bargaining, 2011). There are currently five states that explicitly prohibit collective bargaining; Virginia, North Carolina, South Carolina, Georgia, and Texas (National Council on Teacher Quality, n.d.). The AAUP defines collective bargaining as a means to achieve the following, “to establish and strengthen institutions of faculty governance, to provide fair procedures for resolving grievances, to promote the economic well-being of faculty and other academic professionals, and to advance the interests of higher education” (American Association of University Professors, 1984, p.125).

Contingent

Contingent as a singular term is defined as “likely, but not certain to happen; not logically necessary; happening by chance or unforeseen causes; subject to chance or unseen effects; unpredictable; intended for use in circumstances not completely foreseen; dependent on or conditioned by something else; not necessitated; determined by free choice” (Contingent, 2012). The word contingent can be marginalizing in itself, which further questions the terminology that should be applied to the group faculty examined in this research.

Tenure

Tenure is defined as “the act, right, manner, or term of holding something (as a landed property, a position, or an office); especially: a status granted after a trial period to a teacher that gives protection from summary dismissal” (Tenure, 2011). For the purpose of this research, the second portion of the definition relating to teachers will exemplify tenure. As defined by the American Association of University professors (2010), tenure means the sovereignty to teach and conduct research with appropriate economic security, which shall become permanent after ten years of service to the specific institution. If in an institution where permanency cannot be legally contracted, there should exist an ethically binding conjecture that reappointment will occur.

American Association of University Professors (AAUP)

The American Association of University Professors (AAUP) “has been engaged in developing standards for sound academic practice and in working for the acceptance of these standards by the community of higher education” (American Association of University of Professors, 2010, p.ix). The standards to which they are referring address the treatment of non-tenure track faculty members, as well as the tenure process. They advocate for the adoption of several policies to create a fair and equal environment for all faculty members. They claim that through their ninety years of “persuasive professional opinion” in the topics of tenure and contingent faculty, their policies should hold weight in court cases and political arguments of tenure and contingent faculty (American Association of University of Professors, 2010, p.xii).

Social Justice

Social justice refers to the ethical treatment and welfare, fair access to resources, and movement towards transformative pedagogy for all citizens in the given system (Zajda, 2006). As defined by the Merriam-Webster dictionary (2012) social justice is “a state or doctrine of egalitarianism.” More simply put, an ethical and moral respect for social, political, and economic policies.

Overview

The goal of this study was to identify the characteristics of contingent faculty members in a state that prohibits collective bargaining, while also examining moral issues regarding salary, benefit, and job security. Through the identification of these characteristics, the process of education and advocacy can begin to resolve the identified issues that contingent faculty members face, specifically characteristics around academic freedom and social injustice. The participants in this investigation were contingent employees of James Madison University, a mid-sized Virginia public university. The purpose of this sample was to examine contingent faculty in a state that prohibits collective bargaining. The researcher plans to share the results of this investigation with several of the university’s faculty advocacy and advancement groups in prospects of creating an on-campus advocacy environment for these contingent faculty members.

Chapter 2: Review of Literature

Conceptual and Theoretical Framework

A foundational educational framework for this research lies in Bandura's (1989) Social Cognitive Learning Theory, which highlights the relationship between the contingent faculty to their environment, (Bandura 1989; Bandura, 1991; Schunk, 2008). The conceptual and theoretical framework for this research also centers on an important sociological paradigm, Conflict Theory. Conflict Theory informs this research design in that it rests on the premise that in instances of social inequality or injustice, conflict will arise, in turn promoting change (Henslin, 2006; Macionis 2008a, 208b). More specifically, Conflict Theory gave rise to marxian notions of economic dependency and inequality. Out of the marxian school of thought developed the concept of Dependency Theory. Dependency Theory outlines the dependence of one group on another and how the non-dependent group creates systems of power and oppression (Macionis, 2008b). Finally, Equity Theory is principal to this research because it connects the later two theories of this research to the outcomes of previous research and what the researcher expects to find through this investigation. Equity theory states that individuals want to be treated impartially and that we are all similarly perceptive to impartial treatment (Adams, 1963). The overarching question for this paradigm and the theories it houses is; who benefits from whose expense and do the perceptions of these benefits create a dynamic of inequality?

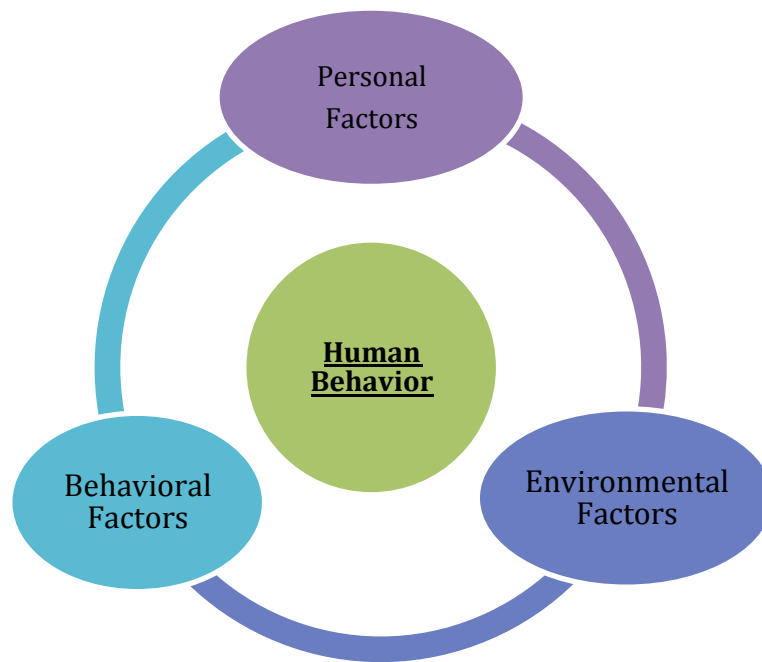


Figure 2.1. Conceptual Framework of Bandura's (1989) Social Cognitive Learning Theory

Figure 2.1 represents Bandura's (1989) Social Cognitive Learning Theory, which highlights the relationship between the contingent faculty and their environment. Social Cognitive Learning Theory (Bandura, 1989) examines three variables: 1) Behavioral 2) Environmental, and 3) Personal. All three of these variables interact in some manner to promote human behavior. The interaction between person and behavior is an intrinsic cognitive action that affects and modifies behavior. The interaction between person and environment are altered by external factors, the environment being one of them. Lastly, the interaction between behavior and environment exemplifies that this interaction can modify the environment. The subsequent theoretical frameworks discussed focus on the last two interactions, personal-environment and behavior-environment. The interaction between person and environment is an interaction that is modified by external factors. In

the case of this research, their typically non-desirable environments cognitively alter contingent faculty interaction and culture. Closely related is the behavior-environment interaction, in which contingent faculty members knowingly modify their own behavior due to the modified environments they find themselves in, (Bandura 1989; Bandura, 1991; Schunk, 2008). To holistically capture Social Cognitive Theory, Bandura writes, “social cognitive theory assumes that values and standards of conduct arise from diverse sources of influence and are promoted by institutional backing. Because social agencies possess considerable rewarding and coercive power, collectively enforced sanctions can produce rapid and widespread societal changes” (Bandura, 1991, p.10).

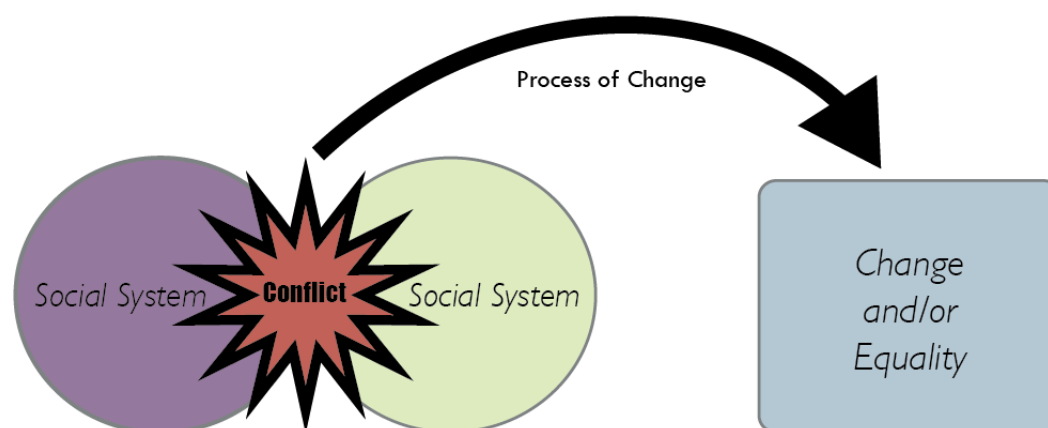


Figure 2.2. Conceptual Framework of Macionis' (2008a & 2008b) Social Conflict Theory

Conflict Theory is one of the principle paradigms within sociology. As illustrated in Figure 2.2, conflict occurs between two unequal conflicting social groups. Out of that conflict will come some means of change (Bartos & Wehr, 2002; Henslin, 2006; Macionis 2008a, 2008b). Bartos & Wehr (2002) comment that “conflict behavior is any behavior that helps the part to achieve its goal that is incompatible with that of the opponent” (p.22). When speaking of the reasons conflict occurs, Bartos & Wehr (2002)

identify three catalysts; contested resources, incompatible roles, and incompatible values. For the purposes of this research these three reasons are represented as follows: the contested resource would be the disequilibrium in salaries, the incompatible roles would be the difference between tenure track and contingent positions (better pay, benefits, and job security), and the incompatible values would be the values of teaching versus the for-profit (Conn, 2011) values of economic advantage (educating for the purpose of promoting learning or educating to create a profit).

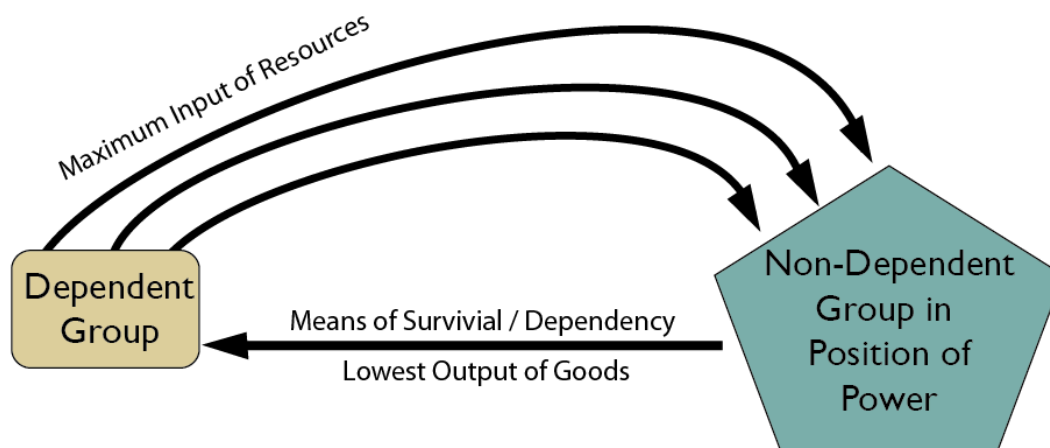


Figure 2.3. Adapted Conceptual Framework of Macionis' (2008b) Dependency Theory

Dependency Theory developed out of the marxian school of thought in that within an economic system, there will be class struggle due to capitalist for-profit motives that (Macionis, 2008a) Dependency Theory is mostly associated with economic development and globalization theories such as World Systems theory or the Singer-Prebisch thesis; however, it can be applied to smaller economic situations such as the one we see today in academia. As illustrated in Figure 2.3, Dependency Theory explains the reliance of one group upon another, usually through means of survival. The theory contains three tenets; 1) development of autonomy 2) lack of capacity and 3) financial debt. This research

focuses on the second tenet: lack of capacity (Macionis, 2008b). Lack of capacity refers to the dependent groups' lack of access to resources to generate enough power or wealth and to have privilege within the system (Macionis 2008a, 2008b). Interestingly, Dependency Theory also relates back to Bartos & Wehr's (2002) Contested Resources. In this research, the contested resource would be mainly salary or wage. Certain groups within the contingent workforce, who represent the dependent group in this framework, have indicated that this is their primary source of income; they depend on this income to survive (Wagoner, 2007). Another important contested resource would be the process of peer evaluation (AFT Higher Education, 2007). Like their non-contingent peers, contingent workers depend upon the social aspect of peer (colleague and student) review to advance their changes at obtaining a full-time tenured position. Haskell (1997) mentions how the dependence on student evaluations to rate instructors rose from 29% to 89%, with no other evaluation tool getting close to those percentages and deans heavily relying on these evaluations in instances of faculty evaluation. Haskell continues to write "[student evaluations are] impinging on academic freedom. Informal and reasoned analyses of the issue indicate that because [student evaluation] is used for faculty salary, promotion, and tenure decisions, there is pressure to comply with student classroom demands regarding teaching style, grading and a host of others demands...It is suggested that it is this pressure to comply with student demands that directly leads to an infringement upon academic freedom" (Haskell , 1997, paragraph 9). These are only two specific instances in which the contingent group depends on the more powerful non-contingent system, however there are several others.

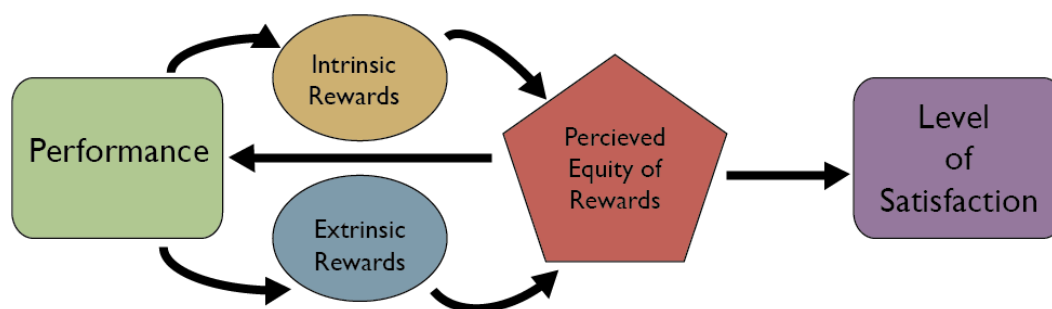


Figure 2.4. Adapted Conceptual Framework of Adams' (1963) Equity Theory

Equity Theory postulates that individuals want to be treated impartially and that we are all similarly perceptive to impartial treatment (Adams, 1963). This theory focuses on difference in pay along with minor difference in treatment. Figure 2.4 illustrates one's sense of equivalence in relation to intrinsic and extrinsic rewards, as well as the perceived equity of those rewards. Martin and Peterson (1987) make an important note about wage structures and perceptions of inequity, "because employees with the same job titles and duties thus receive different pay outcomes for similar inputs of effort, two-tier structures violate the basic union tenet of equal pay for equal work. Such structures may, therefore, affect employees' perceptions of equity (p. 297). Equity theory helps to represent the reasons why contingent faculty feel they are treated unfairly or disconnected from the academic community and therefore may devalue their work or even their students.

It is clear by the illustrations of the frameworks prior that there is an imbalance when it comes to contingent faculty and the system of which they are a part. This imbalance is leading to conflict, which may lead to change (Bandura, 1989; Bandura 1991; Bartos & Wehr, 2002; Henslin, 2006; Macionis 2008a, 2008b). To better understand this imbalance it is important to understand academic freedom (the focus of

this research) along with the contingent majority historically and presently, and finally issues of collective bargaining and economic oppression. The literature review following will explore those important principles in context with this research.

Academic Freedom

The AAUP and The American Federation of Teachers –Higher Education (AFT Higher Education) have made a substantial effort to outline specifics when it comes to academic freedom, by making academic freedom felicitous to modern times and dividing the topic into mechanics and standards. This division into germane timeliness, standards, and mechanics fits well when trying to understand the capacity of academic freedom. Therefore this section will be divided as such, with examples for generational relevance, standard, or mechanism.

In the early months of 1915, a committee of fifteen cross-disciplinary faculty members was formed to examine, define, and report on the current status of academic freedom in higher education. This committee sought to safeguard academic freedom and academic tenure in two ways: first, by defining principles relating to academic freedom; and second, by outlining practical procedures and rules, which were deemed necessary for adoption in American universities (American Association of University Professors, 2010). This report has been updated and reviewed several times over the last century, and still, many aspects of this original report can be related to contingent faculty (historically and currently).

The original 1915 Declaration of Principles on Academic Freedom and Academic Tenure discusses the “Lehrfreiheit (the freedom of the teacher) application of academic

freedom in three parts; “freedom of inquiry and research, freedom of teaching within the university or college, and freedom of extramural utterance and action (American Association of University Professors, 2010, p. 292). To begin to understand the capacity of Academic Freedom, the report explains three matters that help clarify academic freedom: basis of authority; the nature of academic calling, and functions of academic institutions.

The first is academic authority, understanding where the authority of a given institution lies. The report defines two types of authority within academic institutions, those that serve a private trust and those that serve a public trust. The academic institutions that serve a private trust are those institutions whose doctrines are non-secular and serve to promote a specific radical agenda. Although these institutions are becoming less abundant in academia today, they are still an important part of academic freedom. The second type of authority is those institutions that serve a public trust, which are generally most public universities today. A “public trust” implies that authorities rely on input from the public to guide its policies of practice in order for the university to appropriately serve that public’s needs. Unlike the private trust institutions, public trust institutions promote and maintain a secular agenda (American Association of University Professors, 2010). Within the confines of this research, the focus will remain upon an institution of public trust, an institution of the state. James Madison University is an institution of the state of Virginia and relies upon the state to mandate its authority and agenda.

The second matter of academic freedom, as defined in the original 1915 report, is the nature of academic calling: what does it mean to be an academic? The declaration

states that an academic is one who first handedly “impart[s] the results of their own and of their [peers] investigations and reflection[s], both to students and to the general public without fear or favor” (American Association of University Professors, 2010, p. 294).

What this means is that an academic is an individual who, simply, states the facts. A true academic would not hold any truth or thought back. The second facet of academic freedom would hold true today if those in contingent positions at their universities spoke freely, without fear of consequence from those in a non-contingent position. What is meant by consequence in this example is that those who are in a contingent status are sometimes not understood to be as credible and are seen as “less qualified” of an opinion than those who are in full-time or tenure track positions (Gerber 2010; Green, 2007; Kezar & Sam, 2010a; Thedwall, 2008).

The third and final matter discussed in the 1915 report is foundational when trying to understand academic freedom: the function of the academic institution. The AAUP outlines three functions of the academic institution: to promote inquiry and advance the sum of human knowledge, to provide general instruction to the students, and to develop experts for various branches of public service (American Association of University Professors, 2010, p. 295). These three functions are essential to academic freedom and must not be limited by any restrictions.

The AAUP’s original 1915 Declaration of Principles on Academic Freedom and Academic Tenure were updated and reviewed in 1940 and then interpreted again in 1970. The 1940 revision was re-issued as the *1940 Statement of Principles on Academic Freedom and Tenure*. This revision was intended to promote understanding and support of academic freedom and tenure in order to integrate this freedom in colleges and

universities throughout. Specifically, this revision addressed concerns of economic security relating to tenure.

With Academic Freedom also come the matters of, tenure, peer evaluation, and shared governance (AFT Higher Education, 2007, pp. 1-2). The AFT Higher Education (2007) has divided academic freedom into four standards. Although all four standards are outlined, the third and fourth are most applicable to this research, which will be further explained in the context of academic freedom.

The first standard, teaching, is composed of several parts:

1. Shared governance in designing curriculum and methods of instruction.
2. Primary responsibility to be in collaboration with colleagues to make sure there is coherence and consistency in the curriculum.
3. Freedom to discuss the subject matter of the course in accordance with standards set within the academic community.
4. Entitlement to discuss controversial material relevant to the course while exercising their professional judgment.
5. Entitlement to evaluate students on academic merit and work in the course.
6. Full intellectual property rights in the development of course materials.

(AFT Higher Education, 2007, pp. 4-6)

These six components of teaching are essential to the academic freedom of all college and university faculty. Although these standards may seem applicable to all faculty members, often these standards do not apply to contingent faculty. Contingent faculty

members do not share the same rights as full-time tenure-track employees when it comes to teaching and development of curricula.

The second standard outlined by the AFT Higher Education (2007) relates to research, publication, and intellectual property rights. This standard is composed of two points. First, all instructional faculty members must have the freedom to choose subjects and methods of research, and have the freedom to publish results of research. Second, results and discoveries of research are not of private possessions; academic freedom allows for the free exchange of findings (AFT Higher Education, 2007, pp. 6-7).

The next standard AFT Higher Education (2007) defines is a common issue seen throughout many college and university campuses. This standard calls for equal participation in institutional governance, which is composed of four components:

1. All faculty members are permitted the freedom to participate in governance regardless of employment rank or status.
2. The institution has an obligation to provide the resources for shared governance and for equal participation.
3. All instructional staff members are permitted to participate in decisions that will affect educational policy, curricula, programming, assessment, staffing, and budgetary items.
4. All instructional staff members are permitted to participate in accreditation processes.

(AFT Higher Education, 2007, pp. 7-8)

Shared governance is one of the most common problems in academia today (Gerber, 2010); therefore this issue will be explained further when examining current threats to academic freedom.

The fourth standard that the AFT Higher Education (2007) outlines is freedom within public life. This standard has one clear point: “members of the academic community...are free to join or form associations and organizations; to organize and work with unions; and to state their views on any topic (AFT Higher Education, 2007, p. 8). This standard refers to collective bargaining, which is an option available to most contingent faculty members, except for those in the states of Virginia, North Carolina, South Carolina, Georgia, and Texas (National Council on Teacher Quality, n.d.). The researcher considers this one of the biggest threats to academic freedom, which will too be further examined under current threats to academic freedom later on in this work.

Along with the four standards of academic freedom comes the AFT Higher Education (2007) mechanics of academic freedom. The mechanics are grouped into three areas, the first and third being most applicable to this research study. The first is tenure and due process, where tenured faculty members are protected from sanctions regarding academic opinions that may challenge the norm. Contingent faculty members are not protected in this sense because they are not eligible for tenure (AFT Higher Education, 2007, pp. 9-10).

The second mechanism to academic freedom is peer evaluation. Peer evaluation is a social process that is inherent in academia. It is a social system of checks and balances by which peer faculty can influence the appointments of new faculty members and

recommendations of tenure. As stated before, contingent faculty members are not considered in the peer review process because of their lower-ranking status in the academic setting (AFT Higher Education, 2007, pp.10-11).

The third and final mechanism of academic freedom is shared governance. This is the process of partnership between faculty and administration. Academic freedom becomes an obligation of the entire academic community, which should include the equal representation of contingent faculty. However, current trends do not equally account for the contingent majority (AFT Higher Education, 2007, p.11).

Current Issues and Threats of Academic Freedom

Shared governance is one of the largest threats to academic freedom in academia today (AFT Higher Education, n.d.; Gerber, 2010). The absence or unequal representation of a group, who is most commonly the majority, does not allow the democratic values of academic freedom to exist. Colleges and Universities should justly represent the entirety of their faculty and staff population when it comes to campus government. This practice would ensure quality representation in academia. Academic freedom becomes an obligation of the entire academic community, and this should include the equal representation of contingent faculty. However, current trends do not equally account for the contingent majority (AFT Higher Education, 2007, p.11).

“one of its most characteristic functions in a democratic society is to help make public opinion more self-critical and more circumspect, to check the more haste and unconsidered impulses of popular feeling, to train the democracy to the habit of looking before and after. It is precisely this function of the university which is

most injured by any restriction upon academic freedom; and it is precisely those who most value this aspect of the university's work who should most earnestly protest against any such restriction (American Association of University Professors, 2010, p. 297).

According to Gerber (2010), Academic Freedom involves individual and collective expertise from those within the governed system. What he is alluding to is that elected officials that govern academics aren't necessarily part of that system. More often, contingent faculty members are rarely represented in faculty governance. Geber notes that true shared governance will help limit the violations against academic freedom that are more likely to occur without fair representation (Gerber, 2010). The AAUP sums of this important notion in saying that, "it is clearly not proper that [contingent faculty] should be prohibited from lending their active support to organized movements (American Association of University Professors, 2010, p. 299).

Contingent Faculty

Of the nearly 1.8 million instructional faculty of degree granting institutions in the United States, over half of those faculty members (Berry, 2005; Modarelli, 2006; Monks, 2009) would be considered contingent faculty members by the AAUPs standards (American University of Professors, 2010, pp. 98-114). Contingent faculty members are important to the success of nearly all college and university institutions (Wallin, 2007; Thedwall, 2008; Monks, 2009). Recently, there has been a growing trend among colleges and universities to hire individuals into contingent positions rather than tenure-line positions. The reason behind this increase is for two reasons: first, the need to fill the

gaps in labor, and second, the emergence of for-profit higher education. The tension between the contingent and the tenure-track employees has created a unique but frenzied environment in the higher education milieu, environmental setting (Conn, 2010; Hudd, Apgar, Bronson, Franklyn & Lee, 2009; Modarelli, 2006).

To better understand contingent faculty, it is important to view them from a national, and sometimes international, perspective. Issues around contingent faculty can be divided in to many different groupings. The literature outlines several areas relatable to contingent faculty; an increase in numbers, academic integrity, and the type of contingent employment.

Increase in Numbers

The increase in part-time, adjunct, and contingent employment by higher education institutions has an important historical backing. After World War II there was a five hundred percent increase in student enrollment in the United States through 1975. This stemmed from government-subsidized tuition for the returning military members along with the first government student assistance programs for those not returning from war (Gerber, 2010; Modarelli, 2006; Thedwall, 2008). This rapid increase, in combination with a rapidly unionizing world, put a tremendous amount of pressure on individual colleges and universities around the nation. Many of these institutions were dealing with the problems of having enough classes to offer, and staying economically in the black, while maintaining high standards. Many institutions soon realized that there was a benefit in hiring more contingent faculty positions. This for-profit model was a cheaper solution because contingent faculty required much lower salaries, no benefits,

and could easily be released as attendance fluctuated (Conn, 2010; Modarelli, 2006; Schneirov, 2003; Thedwall, 2008). It is interesting to note that over the twenty-year period after 1975, full-time, tenure track, faculty employment increased only 15 percent, while contingent faculty employment increased 60 percent (Modarelli, 2006). This group of individuals is notably becoming the majority. Figure 2.5 shows data from the Integrated Postsecondary Education Data System's annual survey, indicating the total number of employees that are employed within the five states that prohibit collective bargaining (contingent compared to tenured track employees). As shown, contingent faculty positions greatly outrank tenure track positions over the past ten years. In 2005, which had the greatest difference in numbers between contingent and non-contingent faculty positions, contingent faculty held 79% of instructional positions in institutions that report to the Integrated Postsecondary Education Data System's annual survey.

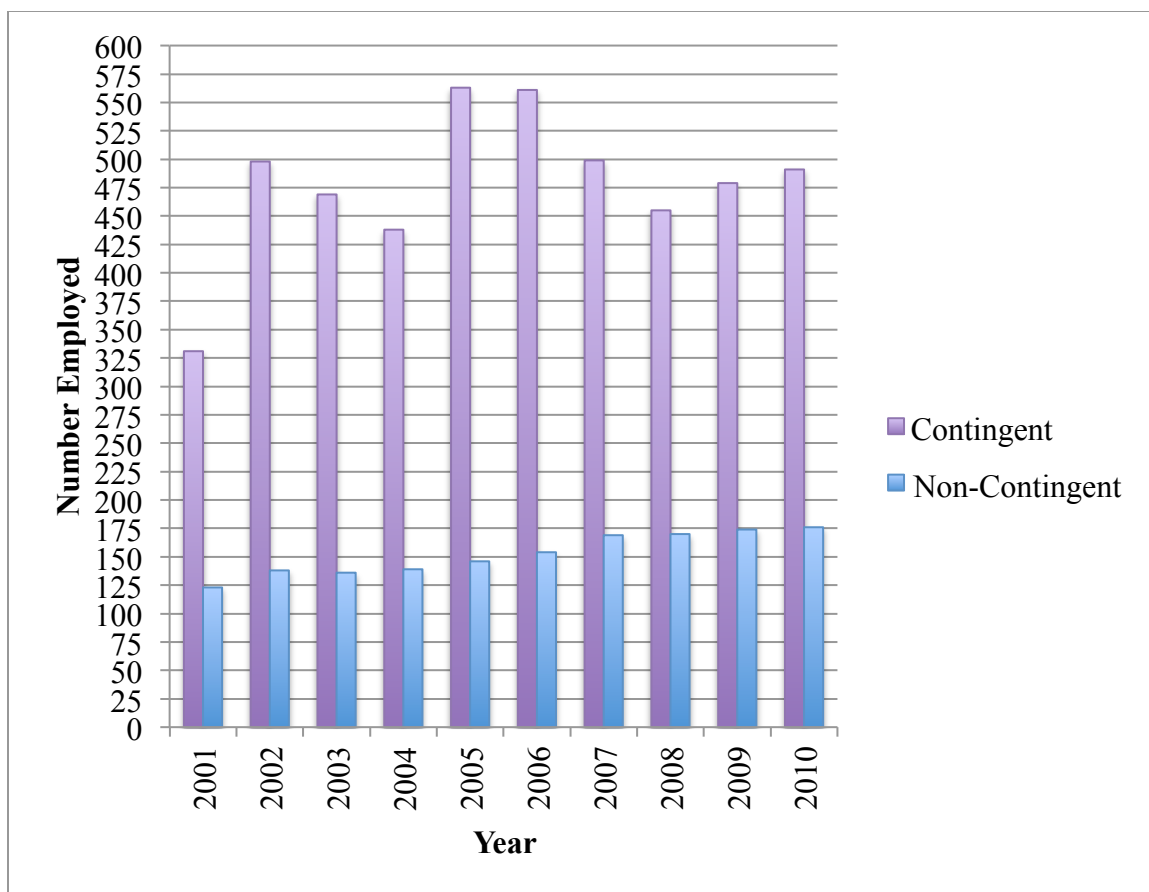


Figure 2.5. Employed Tenure Track Employees compared to Contingent Employees.
 Data compiled from National Center for Education Statistics “build a table”
<http://nces.ed.gov/ccd/bat/>

Currently this trend shows no sign of changing. As higher education institutions increase attendance caps, the need for more instructors rises. Often, these institutions are looking to reduce cost while increasing efficiency. Contingent faculties are a perfect solution for those two objectives. When it comes to saving money, contingent faculty members are paid 3/16 of what a full-time tenure track faculty member would make annually (Monks, 2009). Also, contingent faculty member typically do not qualify for benefits, which makes them a more efficient and a less costly instructional alternative (Meixner, Kruck & Madden, 2010). Finally, a reason for an increase in employment numbers of contingent faculty would be the institution’s desire for efficiency. This

efficiency works in two ways; first, the teaching workload from tenure-track full-time employees is handed down to the contingent faculty; and second, the reduced workload frees up the tenure-track full-time employees to conduct more research, which may bring the institutions more money. Often, this “hand me down” attitude results in very heavy workloads for contingent faculty, often resulting in a much greater teaching load than that of a tenure-track employee (Modarelli, 2006).

Academic Integrity

At the institutional level when it comes to examining contingent faculty and tenure-track faculty, there is an enormous debate about academic integrity. The author of the present study concurs with the definition of academic integrity offered by Hendershott, Drinan, and Cross (2000), “the need to involve every layer of an institution, including students, faculty, administrators and governing boards is key to the creation of a culture that will support and sustain a climate of academic integrity (Hendershott, Drinan, & Cross, 2000). It is apparent that contingent faculty members are not engaged with the institutions that employ them. Often, the contingent faculty work in undesirable conditions within their respective institutions. These conditions entail much lower wages, larger course sizes, and unpredictable schedules. These faculty members often feel unincorporated into their institution, which may lead to lower participation rates in institutional events and isolation from their department. This isolation from their departments can also be seen in a greater context within the academic community. Since these contingent positions lack job security, quality compensation, benefits, and office space, many contingent faculty either work at another job full-time, or are disinterested in

becoming part of a community that they feel does not want to incorporate them (Hudd et al., 2009; Meixner, Kruck & Madden, 2010).

Just as Hudd, Apgar, Bronson, and Lee (2009) have discussed academic integrity, Green discusses the concept of quality when it comes to contingent faculty members. Several questions arise with contingent professors: are they qualified? Are they motivated to uphold the standards of a tenure-track professor? What reasons are they hired in a contingent position? Green suggests that those responsible for hiring contingent faculty members need to communicate clearly outlined expectations to those individuals. He continues to outline the differences by explaining that contingent faculty need to be regularly evaluated on their performance as well as offered opportunities for development (Green, 2007). What Green has shown is the dilemma outlined by Hudd, Apgar, Bronson, and Lee about academic integrity and the lack of cohesion between all layers of a higher education institution. Although the suggestions are valid, Green has a full-time position at his educational institution. He exemplifies the problem addressed in this paper: that those in the academic community do not see contingent faculty as qualified or equal. This poses a real challenge to contingent faculty who desire higher standards of academic integrity.

Different Types of Part-Time Faculty Employment

Gottschalk and McEachern (2010) identified four groups of Australian casual work teachers, which is equivalent to the contingent faculty here in the United States. The four categories identified were; Young Mothers/Career Maintainers, Career Developers, Early Careerists, and Late Career Transitioners. The first group, young mothers, which make up the smallest percentage of the casual work individuals, consists primarily of

women aged 30-39 who chose casual work as means to meet their flexible children's schedules. The second group, career developers, contains the largest percentage of this group at 63 percent. This group consists of male and female parents ages 40-49 with school age children. What separates them from the previous group is that they are not driven by the needs of their families, rather they are motivated by career development. The third group, early careerists, is comprised of those aged 18-29. This group is motivated to gain experience since they have few obligations. The final group consists of the late career transitioners who are between ages 50 and 69. The motivation for this group is maintaining income and interest into retirement (Gottschalk & McEachern, 2010). Those that face the majority of the problems contingent faculty face would be varied throughout each of these groups, but mainly focused within the first three.

Thedwall (2008) identifies three separate groups of contingent faculty here in the United States. Renewable appointments are the first non-tenure track that she identifies. These individuals are employed for many years and are told that they will be able to renew their contracts. The second group she identifies is the limited renewal appointments. These contingent faculty members are just like the first group except that they are limited to the number of times they can renew their contracts. The third group she identifies she refers to as folding chairs. This identifies a contingent faculty member whose contract is terminal (Thedwall, 2008). All of these categories would be affected by the problems discussed previously. These two authors show is that even though contingent faculty members' appointment types are varied, nearly all experience disempowerment and oppression.

Collective Bargaining & Economic Oppression

To begin understanding the notions of disempowerment and oppression, as well as the steps recommended to overcome these barriers, it is imperative to explore one of the principal measures preventing access to equality. In terms of this research disempowerment and oppression can be defined as the deprivation of influence with an excise of authority or power (Disempower, 2012; Oppression, 2012). First the researcher will explore collective bargaining, what collective bargaining means for those who have access to it, and, what it means to be in a collective bargaining prohibited state. Second, the researcher will explain the systems of economic power, oppression, and privilege that are in place within the academic milieu, relative to contingent faculty. Finally, the researcher will examine how to create a morally and ethically justified environment for contingent faculty.

Collective Bargaining

Collective bargaining can be defined on a rudimentary level as, “negotiation between an employer and labor union usually on wages, hours, and working conditions (Collective Bargaining, 2011). The AAUP defines collective bargaining as a means to achieve the following, “ to establish and strengthen institutions of faculty governance, to provide fair procedures for resolving grievances, to promote the economic well-being of faculty and other academic professionals, and to advance the interests of higher education (American Association of University Professors, 1984, p.125). Simply, collective bargaining can be understood as the rights and access to means of compromising on basics, ethical, and moral working conditions. In the confines of the United States, unions are a system of exclusive representation. This means that the, sometimes multiple,

unionizing group(s) that holds the majority of competing union ideals, typically gains the sole right to negotiate on behalf of all employees within their respective institutions (Saltzman, 1998). As Saltzman (1998) outlines, there are three subjects within the scope of collective bargaining: mandatory, permissive, and prohibited. Usually mandatory subjects encompass items such as compensation, employment conditions, and working hours. Typically in academia, permissive subjects are more political issues, such as policies regarding curricula development. Prohibited subjects are those that are beyond the scope of the academic institution, such as local, state, or federal laws.

Currently there are 45 states that allow some form of collective bargaining; 35, which require collective bargaining, and 11 in which collective bargaining is not required but allowed (National Council on Teacher Quality, n.d.; Saltzman, 1998). Examples of these states and the practices they have in place are prevalent in the literature regarding contingent employment in academia. A great example of those who have collective bargaining rights can be seen with contingent faculty in California, who have established a statewide contingent faculty organization (Yoshioka, 2007).

When it comes to the politics of higher education in the United States, Yoshioka says, “In order to understand the plight of part-time faculty... it is necessary to provide the historical and legislative context within which part-timers find themselves today (Yoshioka, 2007, p. 41). Yoshioka outlines three specific state legislatures in California, a state that allows for collective bargaining, that have resulted in the oppression of contingent faculty. Similar legislature can be found in many other states. The first of the three was Senate Bill 316, which was enacted in 1967. This bill stated that community college districts could hire temporary positions on a short-term basis using federal monies

allocated for this use. This allowed the institutions to save money by paying these short-term positions an hourly rate rather than a salary. A second outcome from this legislature was what is now known as the 60 percent rule. Basically this states that contingent faculty cannot teach more than 60 percent of a course load at any one college (Yoshioka, 2007). There are very similar laws in various states throughout the nation. The next piece of legislature that Yoshioka writes about is Assembly Bill 1725 enacted in 1989. This bill stated that 75 percent of all community college classes were to be taught by full-time faculty and the remaining 25 percent would be part-time teaching. Although this bill was a progressive idea, the wording was faulty and many districts were able to find loopholes (Yoshioka, 2007). The final piece of legislature that Yoshioka writes about is Assembly Bill 420 enacted in 1999. This bill was designed to offer contingent employees paid office hours, minimal health benefits, and parity pay. Many contingent faculty members had never been offered any of these benefits: however, just as the predecessor to this bill, universities were able to find loopholes. Parity pay could be defined in seventy-three different ways, many only providing 89 percent of the pay, where the bill had intended 100 percent. This bill also enacted paid office hours and an institutionally dedicated space provided for contingent faculty to hold their office hours. Although the institutions recognize that teacher-student interaction is essential to the educational process, many districts refuse to do either (Yoshioka, 2007). Although collective bargaining sounds beneficial, not everyone has access to this tool.

There are currently five states that explicitly prohibit collective bargaining; Virginia, North Carolina, South Carolina, Georgia, and Texas (National Council on Teacher Quality, n.d.; Saltzman, 1998). According to Saltzman (1998) even those who

are in a state that prohibits collective bargaining have the federal right to join a union: however this may not prove to be beneficial since the union will have no effect on the state law which prohibits collective bargaining. See table 1 for specific laws and court rulings about the prohibition of collective bargaining.

The Virginia law that prohibited collective bargaining by state employees came into effect in July of 1993, although the state's stance on this issue was made clear in the 1977 case *Commonwealth of Virginia v. County Board of Arlington County, et al.* (Patridge, 1997). Preceding the case in 1975 a study commission determined that collective bargaining would only squander legislative authority, which gave rise to the 1977 case and the 1993 state law. Patridge (1997) writes, "one might have expected more favorable treatment of bargaining rights given relatively low public employee pay, legislative professionalism, and unfair labor practices, and the relatively large size of state government and increasing interparty competition (p. 136). What one can surmise is that in states that prohibit collective bargaining, there are systems of power and oppression in place for purely political and business reasons that support for-profit educational tactics (Conn, 2011); sympathies of moral and ethical righteousness are not apparent.

Table 1

Laws and Court Rulings of Collective Bargaining in Collective Bargaining Prohibited States. (National Council on Teacher Quality, n.d.)

State	Law or Court Ruling
Georgia	<p>Ga. Code Ann. § 20-2-989.10</p> <p><i>"Nothing in this part shall be construed to permit or foster collective bargaining as part of the state rules or local unit of administration policies."</i></p>
North Carolina	<p>N.C. Gen. Stat. Ann. § 95-98</p> <p><i>"Any agreement, or contract, between the governing authority of any city, town, county, or other municipality, or between any agency, unit, or instrumentality thereof, or between any agency, instrumentality, or institution of the State of North Carolina, and any labor union, trade union, or labor organization, as bargaining agent for any public employees of such city, town, county or other municipality, or agency or instrumentality of government, is hereby declared to be against the public policy of the State, illegal, unlawful, void and of no effect."</i></p>
South Carolina	<p>Branch v. City of Myrtle Beach, 340 S.C. 405, 411, 532 S.E.2d 289, 292 (2000)</p> <p><i>"Unlike private employees, public employees in South Carolina do not have the right to collective bargaining."</i></p>
Texas	<p>Tex. Gov't Code Ann. § 617.002</p> <p><i>"An official of the state or of a political subdivision of the state may not enter into a collective bargaining contract with a labor organization regarding wages, hours, or conditions of employment of public employees."</i></p>
Virginia	<p>Va. Code Ann. § 40.1-57.2</p> <p><i>"No state, county, municipal, or like governmental officer, agent or governing body is vested with or possesses any authority to recognize any labor union or other employee association as a bargaining agent of any public officers or employees, or to collectively bargain or enter into any collective bargaining contract with any such union or association or its agents with respect to any matter relating to them or their employment or service."</i></p> <p>Com. v. County Bd. of Arlington County, 217 Va. 558, 232 S.E.2d 30 (1977)</p>

	<i>"...neither county board nor county school board could recognize labor organization as exclusive representative of group of public employees and negotiate and enter into binding contracts with organization concerning terms and conditions of employment of employees."</i>
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Economic Oppression

In higher education today, public universities are looking for ways to spend less money, higher more instructors, attract more students, and increase tuition prices. Higher education is becoming part of what Giroux (2011) would call neoliberal politics. Giroux (2011) defines neoliberal politics as, "...asserting private interests rather than democratic rights, more about producing a culture of cruelty than a democratic polity imbued with a sense of social responsibility (Introduction section, paragraph 1). What Giroux means by this is that the public sector is becoming too encumbered by the private sector and no longer serves the public's interest. Giroux (2011) continues by explaining how university presidents are now seen as the "CEO's" of the university and respective deans are expected to change their focus on external fund-raising ideas.

Giroux (2011) calls this ideology "business culture or what Conn (2011) would refer to as the for-profit model, which has promoted the current hiring practices that focus on minimizing expenses while maximizing profit. Through closer examination of salaries of contingent faculty versus the tenure track faculty, one can understand how for-profit ideologies are becoming prevalent in public academia today, ideals that value economically oppressing educational "others" for the benefit of higher educational authorities.

The next several pages present tables and Figures that exemplify the economic inequalities existing between different levels of academic faculty. Figure 2.6 presents average compensation based on rank. These data were retrieved from the 2011 Economic Status Report (Committee on Economic Status Report, 2011). Tables 2 and 3 present data from a national survey conducted in January 2010 by the American Federation of

Teachers Higher Education Division (American Academic, 2010). Figures 2.7, 2.8, and 2.9 present data from a national survey of 625 adjuncts by The Chronicle of Higher Education during the 2008-2009 academic year (Wilson, 2009).

As shown below, substantial inequalities exist. Figure 2.6 represents salary data, as compiled by the AAUP's Committee on Economic Status Reports (2011), of faculty members within the region where all but one of the states that prohibit collective bargaining exist. The AAUP's Committee on Economic Status Reports (2011) grouped states into categories, in which this category represents all but one (Texas) of the states that prohibit collective bargaining. One can see a substantial drop in salary for the ranks of instructor and lecturer because these positions are more likely to be held by those in a non-tenure track position.

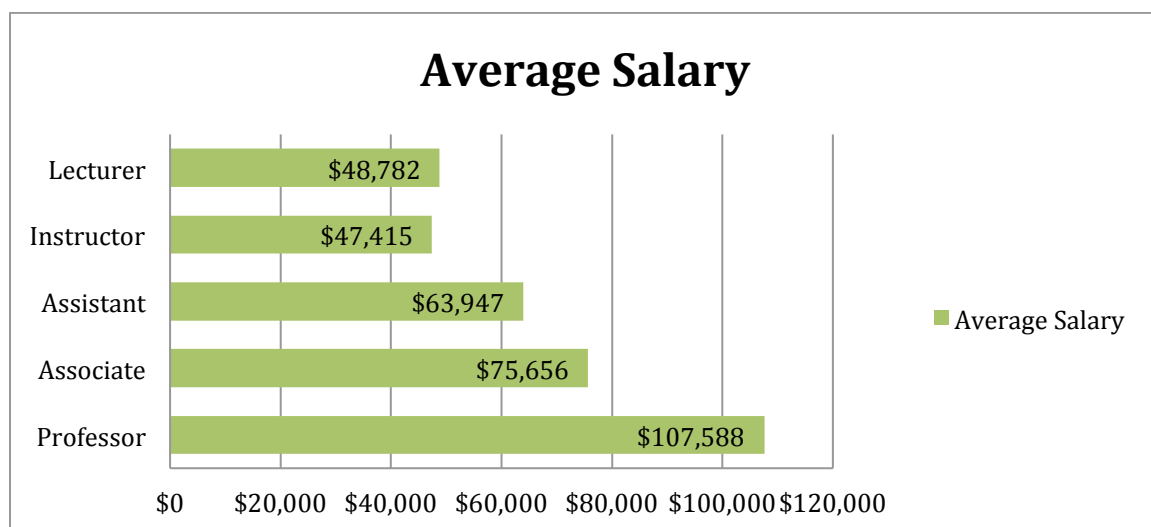


Figure 2.6. Average Compensation in South Atlantic States by Academic Rank. South Atlantic states refer to Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Virgin Islands, Virginia, and West Virginia. (Committee on Economic Status Report, 2011).

Figure 2.7 below, represents data complied by The Chronicle of Higher Education (Wilson, 2009) survey of 625 adjunct faculty members. The trends here too are representative of what was discussed previously. The majority of adjunct faculty surveyed indicated that their total income from teaching was between \$6,100 and \$10,000 (Figure 2.8). Comparing Figure 2.6 to Figure 2.7, one can surmise that there exists a cumbersome inequality and inequity of salaries based on academic rank.

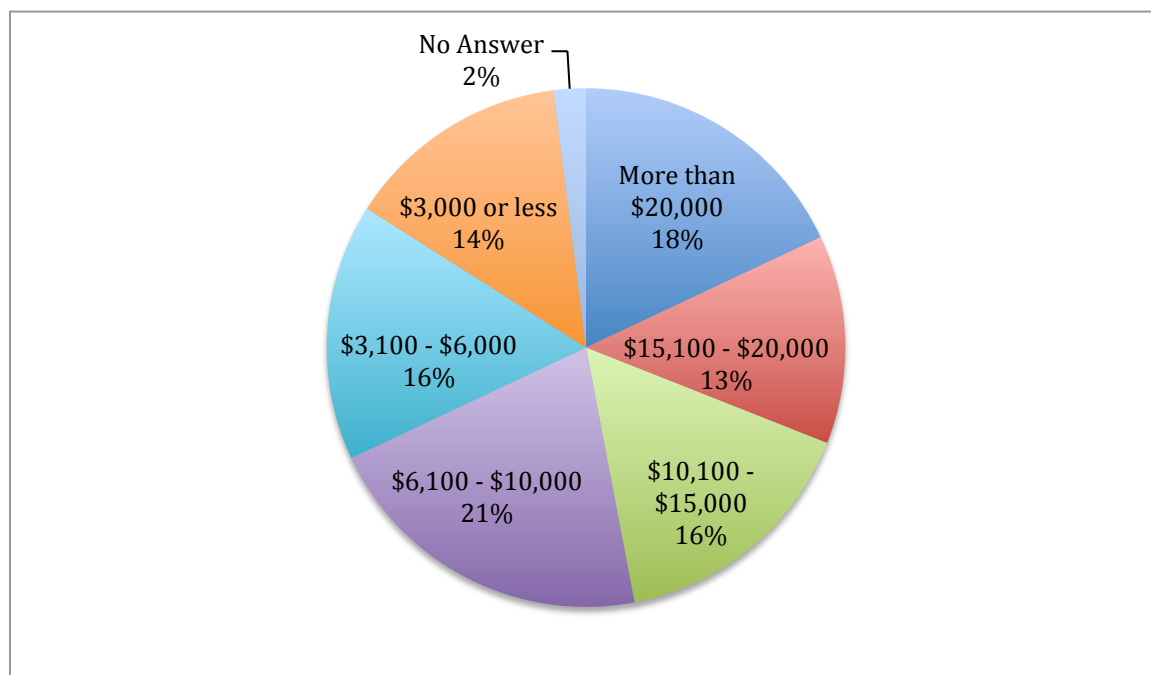


Figure 2.7. Estimated total income from part-time adjunct teaching (Wilson, 2009).

Hough (2003) and Wagoner (2007) both indicate trends similar to the data presented in Figures 2.8 and 2.9. Hough (2003) notes that the average salaries of junior and senior faculty range between \$47,000 and \$80,000 annually; whereas full-time contingent faculty earn somewhere between \$5,000 and \$37,000 annually. Wagoner (2007) conducted a slightly more in-depth study regarding contingent faculty salary, examining the difference of salaries between departments. Wagoner found similar trends

as those noted previously; contingent faculty members eared somewhere between \$37,000 and \$47,000.

Table 2

Earnings per class (American Academic, 2010)

	<i>% Part-time Faculty</i>	<i>% Full-Time Faculty</i>
Less than \$2,500	52	45
\$2,500 or more	42	55

Table 3

Annual part-time teaching earnings (American Academic, 2010)

	<i>% All Faculty</i>	<i>% Union</i>	<i>% Non-Union</i>
Less than \$15,000	46	36	51
\$15,000 or more	35	46	28

Tables 2 and 3, above, represent data from a 2010 American Federation of Teachers survey of part-time and adjunct higher education faculty. Data in table 2 indicates that the majority of par-time/adjunct faculty surveyed earn less than \$2,500 per class, whereas the majority of full-time faculty surveyed earn more than \$2,500 per class (American Academic, 2010). Hough (2003) notes similarly that the average compensation per course is \$2,200. Figures 2.8 and 2.9, below, represent data complied by The Chronicle of Higher Education (Wilson, 2009) survey of 625 adjunct faculty members. The data, which provide the amount of compensation per class, agree with the data obtained from the survey conducted by the American Federation of Teachers American Academic Survey (2010). Figures 2.8 and 2.9 show that, on average, the lowest

compensation (Figure 2.8) per class was between \$1,600 and \$2,400 and the highest compensations (Figure 2.9) per class was between \$1,600 and \$3,500 (Wilson, 2009).

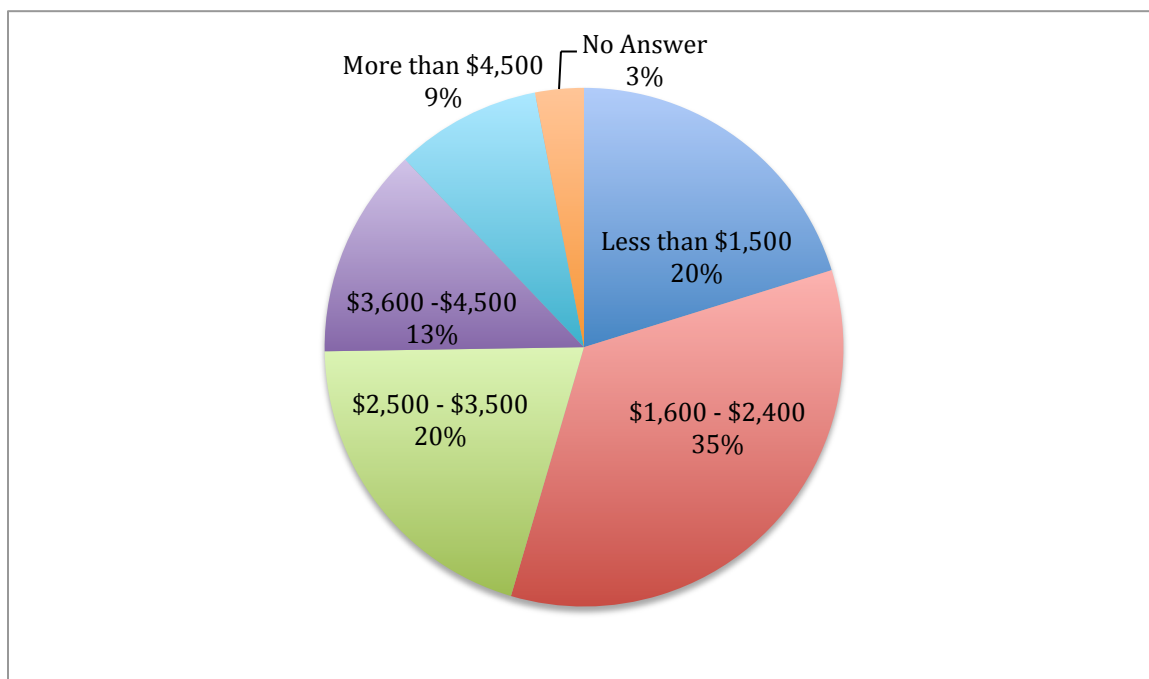


Figure 2.8. Estimated lowest amount earned for a typical class (3 credits) (Chronicle Survey: All Questions and Answers, 2009)

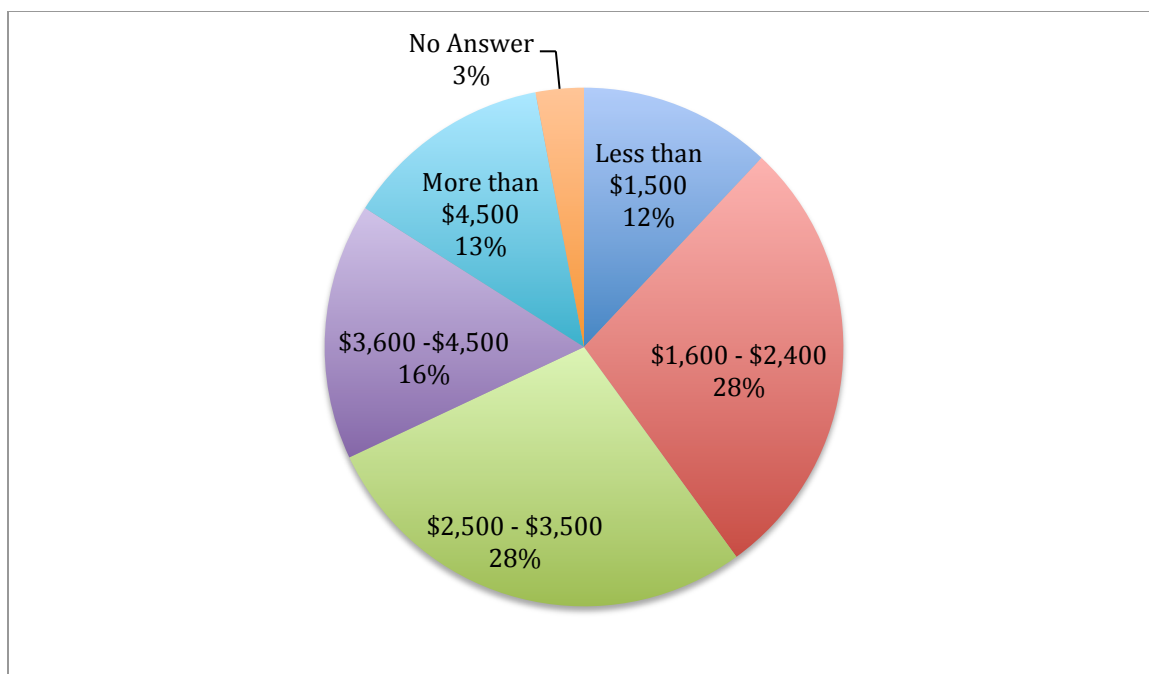


Figure 2.9. Estimated highest amount earned for a typical class (3 credits) (Chronicle Survey: All Questions and Answers, 2009)

It is obvious that an inequality exists in nearly all levels of employment within academia. Levin (2007) makes an important point relating to Conn's for-profit ideology regarding contingent faculty and the economy. Levin writes, "their condition as a labor force is identified by institutional context. The context for [higher educational institutions] is largely one that is economic in its orientation and functioning (Levin, 2007, p.16). Levin's statement indicates that the economic conditions greatly control state run educational institutions, and that the economy is the bigger monster in the battle between contingent faculty and legislation. Why is there a difference in pay for the same level and quality of work across several institutions or even across intercollege academic units? As mentioned beforehand with an increase in contingent faculty employment and legislature, it is obvious that higher authorities need to be examined, rather than at the institutional level (Knight, Baume, Tait & Yorke, 2007).

Summary

The American Association of University Professors has outlined the expectations and morality of academic freedom. It is apparent that the academic freedom of contingent faculty is being infringed upon (AFT Higher Education, 2007; American Association of University Professors, 2010; Gerber, 2010). The literature regarding who the contingent faculty are, paints a picture of a majority being treated unfairly. These faculty members often feel un-incorporated and isolated from the academic community (Hudd et al., 2009; Meixner, Kruck & Madden, 2010). For-profit (Conn, 2011) systems of oppression and economic development have been set in place in many universities and colleges nationwide, furthering the oppression of contingent faculty members (Giroux, 2011; Knight, Baume, Tait & Yorke, 2007; Levin, 2007). However, the literature lacks an understanding of a sub-section of this oppressed group; those who are further restricted by state laws prohibiting collective bargaining. This research aims to better understand and represent that group.

Chapter 3: Theoretical Design and Methodology

Research Design

The focus of this study was to examine general feelings regarding academic freedom of contingent faculty who work in a state that prohibits collective bargaining. The researcher conducted qualitative research using an online survey. The researcher chose a qualitative method because he sought participants to answer questions in their own words. Qualitative research also was chosen to as the best method to use when attempting to understand a chosen topic because it helps to identify variables that can further be studied by quantitative research (Creswell & Clark, 2007).

Critical and Ethnographically Informed Research

The first component of this research design is Critical Ethnography. Critical Ethnography deviates from traditional ethnography in the sense that it uses cultural knowledge to force society to recognize political and ethical issues (Richards & Morse, 2007). Thomas (1993) mentions, “critical ethnographers describe, analyze, and open to scrutiny otherwise hidden agendas, power centers, and assumptions that inhibit, repress, and constrain. Critical scholarship requires that commonsense assumptions be questioned” (pp.2-3). Although this research is not a Critical Ethnography, it is critically and ethnographically informed in the sense that it aims to expose the hidden agenda of a neoliberalist/for-profit ideology that has too easily consumed the value of quality educators and prohibited their academic freedom.

Action Research

This research too focuses on what is known as action research. Action research rests on the premise that the research being conducted is by members of the organization or community being examined. Action Research shows that the researchers too are stakeholders in the findings and outcomes of the research (Richards & Morse, 2007). According to Greenwood and Levin (1998) Action Research “democratizes” the connection between the research team and the stakeholders. Action research can be defined as “[research] seeking to improve their situation” (Richards & Morse, 2007, p.59). The researcher and his committee are not only members of the academic community, but have also held, are currently in, or have immediate family members in contingent positions. The research team values the ethical and humanitarian implications that come from research on contingent faculty.

Research Bias

The researcher had preconceived ideas and biases before the start of this research. Preconceived notions included that contingent faculty members were mistreated, however the extent and specifics were unknown to the researcher. These preconceived ideas developed from a brief needs assessment conducted with contingent faculty the academic year prior to the start of the current research and informed the question design during survey development. The researchers bias is perceived to have had no affect upon participants in this study.

Procedure

The development of this research and survey tools within were approved through the appropriate Institutional Review Board (IRB) processes at James Madison University (See Appendix C). The researcher received IRB certification in the fall semester of 2010. Prior IRB approval was obtained, for the needs assessment that informed the formation of this thesis research, in the spring semester of 2011. An expedited IRB approval for this thesis research was obtained in the January of 2012. Although not high-risk, human subjects were still being utilized for this research, which mandated the expedited IRB approval. On the first of February, 2012, the survey (see Appendix B) was sent electronically through email to approximately 23,000 employees and students of James Madison University, a mid-sized public university in Harrisonburg, Virginia. The survey was emailed through the James Madison University bulk email system. The survey was emailed to the entire student, faculty, and staff population because contingent faculty members span all areas of the academic community. The survey was open for two weeks and then closed. The survey was reopened once more on February 25th, 2012 for five days after the completion of the university's annual Part-Time Faculty Professional Development Day. At this event the researcher presented his research, in which many of the participants expressed interest. The decision to re-activate the survey was decided upon because these individuals expressed interest in participating in the research after being told about the research during a professional development day for contingent faculty. The researcher believed their opinions and data to be valuable in this research. The survey provided a picture of the contingent population within an institution that prohibits collective bargaining. The research procedure chosen was appropriate because

the research sought to understand and close the research gap that exists with contingent faculty members in a collective bargaining prohibited state. The survey was anonymous, allowing participants to confidentially provide information on a sensitive topic. All responses were considered when evaluating the results of this research.

Participants

All participants were contingent employees of James Madison University and were the legal age of consent. A letter of consent outlining the research procedures and a link to the survey was sent by email to the prospective participants. Participant consent was obtained when the participants clicked on the survey link provided in the email. Contingent employees were sorted through three mechanisms. First, participants identified themselves as contingent faculty at the university, second they were required to indicate whether they taught at least one course at the university, and third, they were required to indicate their employment type. If they indicated they were in a tenure track position at the university, they were redirected to the end of the survey.

Survey Design

The survey instrument used was QualtricsTM, the James Madison University approved online survey instrument that collects data anonymously. The survey consisted of eight qualitative, open-ended questions and eleven closed ended questions, some of which assessed demographic data. The survey was accessed 156 times, 155 began the survey, 118 respondents completed the survey, and 98 responses were usable as contingent faculty. The survey questions (see Appendix B) are as follows, in order they were asked:

- I give my consent to participate in this research:
- I teach at least one or more course(s) at my primary college or university:
- What is your primary status at your primary college or university:
- In which subjects do you teach?
- Gender Identity:
- Age:
- How are you paid at your primary college or university?
- How much do you earn annually?
- How much are you paid per hour?
- How much are you paid per course?
- How much are you paid?
- The compensation for the course(s) I teach is my primary source of income.
- How many credit hours did you teach during the Fall 2011 semester?
- How many credit hours are you teaching during the Spring 2012 semester?

- I am familiar with the American Association of University Professors definition of Academic Freedom.(definition will be provided on the next page)
- Do you feel the above definition of Academic Freedom is accurate? Is there anything missing or that you believe should be included?
- Regarding the definition of Academic Freedom above, do you feel that your Academic Freedom is threatened in any way or manner?
- Do you feel that your non-tenure track position at your primary college or university marginalizes you in any way or manner?
- Do you feel that being employed in state that prohibits collective bargaining (unionization for employment benefits) limits your academic freedom or advocacy in your job security?
- If collective bargaining were permitted, what specific things would you advocate for?
- I feel I would benefit from an on-campus group specifically for non-tenure track faculty members.
- I would join said group if it were created.
- Do you have any additional comments about Collective Bargaining, Academic Freedom, or Contingent Faculty?

Validity of the research was ensured by the specific nature and wording of the questions. As outlined in Richards and Morse (2007) two general rules are given to ensure validity within qualitative research. First, the researcher should align questions and methodology in ways best fit to fully and responsibly addresses the research questions. Second, ensure that the researcher can properly account for all steps of the

research and conclusions made. The researcher followed both of these rules in the following ways: asking broad, open-ended questions in several ways to see if the same themes occurred throughout, as well as keeping record of coded data in a systematic coding scheme. Analytic and Axial coding methods were used to code the data into conceptual themes, (Richards & Morse, 2007).

Chapter 4: Results and Data Analysis

This research addressed the following:

1. How do contingent faculty members at a mid-sized Virginia public university, who are also subject to a prohibition on collective bargaining, feel regarding their personal and professional academic freedom?
2. Do the contingent faculty members at a mid-sized Virginia public university, who are also subject to a prohibition on collective bargaining, feel their position and treatment within a public institution is socially unjust?

Data Analysis Techniques

The researcher chose to use qualitative research because this research methodology is best to initially begin understanding a chosen topic; it helps identify variables that can further be studied by quantitative research (Creswell & Clark, 2007).

The researcher examined the qualitative responses in the survey along with the descriptive statistics provided by the survey tool QualtricsTM. Qualitative responses were analyzed and coded through analytic and axial coding methods for common themes and trends found throughout the data. Analytic and axial coding is centered on conceptual themes within the data in “interrogating categories produced in response to data, asking how they link to other things the researcher knows” (Richards & Morse, 2007, p. 142).

Results

Out of 155 responses to the survey, 98 responses qualified into the contingent faculty category as defined by the American Association of University Professors (2010). Initially these would follow the trend indicated in the literature, 63% or just over two thirds of teaching faculty on campuses nationwide are contingent faculty members (Modarelli, 2006; Monks, 2009). Relative to the size of the population of contingent faculty (34%) at JMU, the 63% response rate of the sample was somewhat higher than expected. The high response rate is somewhat unusual in qualitative research, and may be indicative of the popular desire to discuss and illuminate the issues surrounding contingent faculty. The 63% was calculated by dividing the number who qualified as contingent faculty (98) by the number who began the survey (155) but were unable to qualify as contingent. Although this does not reflect the complete reality at James Madison University, the trend is still significant and allows the researcher to draw some qualitative conclusions. Throughout this chapter, the researcher mentions codes and nodes, terminology used in qualitative coding methodologies. Codes generally mean larger conceptual ideas in which nodes (smaller more concrete idea) fall into; codes are composed of smaller nodes. The results section will begin with question three, as the first two questions were qualifying questions to participate in the survey.

3) What is your primary status at your primary college or university?

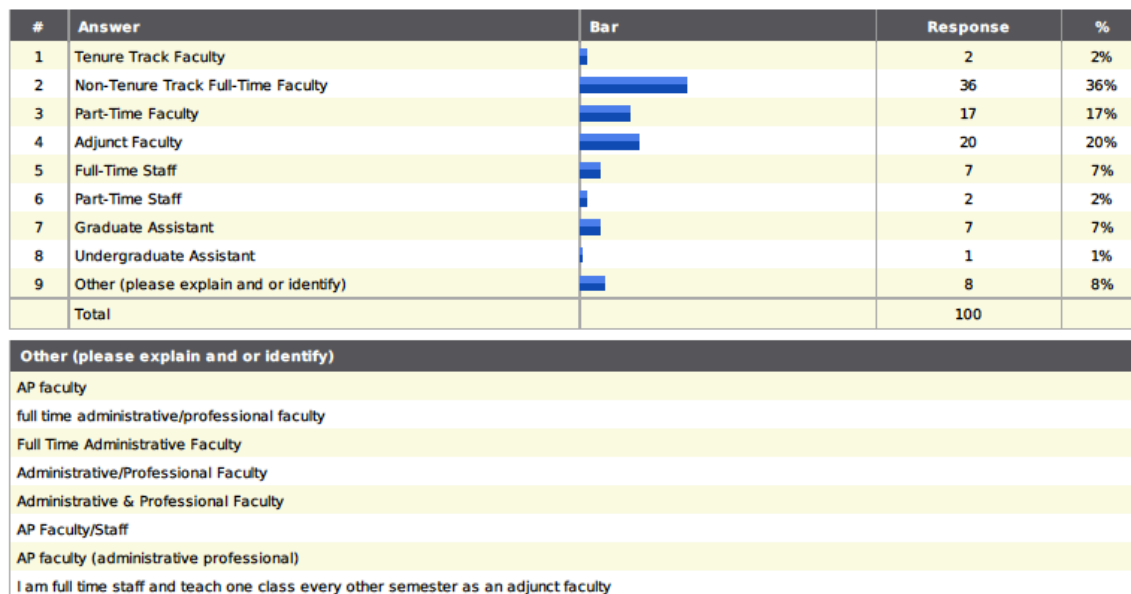


Figure 4.01. Status of participants at primary college or university.

The American Association of University Professors (2010) and Berry (2005) indicate contingent faculty fall into many categories. The researcher asked this question to better understand the range of contingent faculty at James Madison University. The results show that non-tenure track full time, adjunct, or part-time faculty represent 73% of contingent faculty at the university (Figure 4.01 above). The data spanned all areas the researcher indicated, including tenure track faculty. The “Other” category was composed of all but one administrative/professional faculty member. The two responses from tenure track faculty were directed to the end of the survey and were unable to answer any subsequent questions, leaving the total number of respondents at 98.

4) In which subject do you teach?

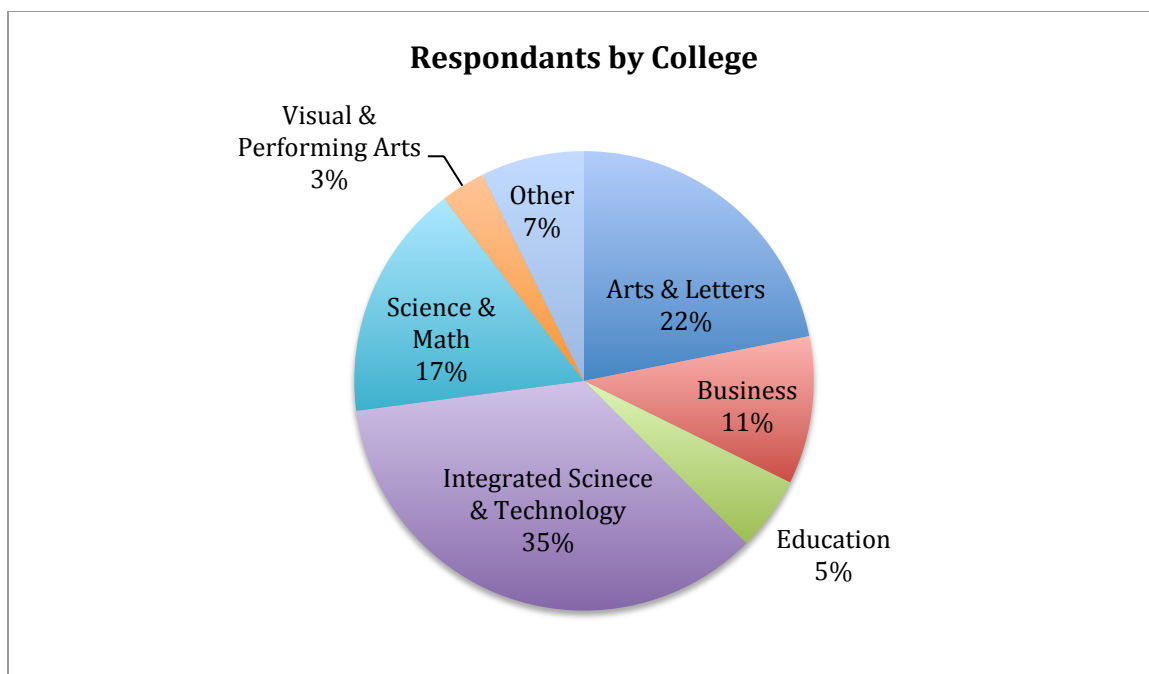


Figure 4.02. Respondents by Academic College

Question 4 (Figure 4.02 above) asked in which subjects they taught. There were a total of 96 respondents to this category. As can be seen in Figure 4.02, these responses are color coded by academic colleges: 12 for Arts & Letters, 10 for Business, 5 for Education, 34 for Integrated Science & Technology, 16 for Science & Mathematics, and 3 for Visual and Performing Arts. The other category represented 7 individuals who had appointments spanning more than one academic college.

5) Gender identity:



#	Answer	Bar	Response	%
1	Male		36	37%
2	Female		62	63%
3	Other		0	0%
	Total		98	

Figure 4.03. Gender identity of respondents.

Question 5 (Figure 4.03 above) asked the participants to select their gender identity. A section for Other was included to see if any new trends not previously identified were apparent. 63% of the respondents identified as female. The data were consistent with Berry's (2005) statement that "contingents are over half women (p.6) (Modarelli, 2006; Monks, 2009). This data too is supportive of the research location in which 58% of contingent faculty members are women (Common Data Set, 2012).

6) Age:






#	Answer	Bar	Response	%
1	18-19		0	0%
2	20-29		14	14%
3	30-39		32	33%
4	40-49		18	18%
5	50-59		20	20%
6	60-69		14	14%
7	70-79		0	0%
8	80-89		0	0%
9	90 or older		0	0%
	Total		98	

Figure 4.04. Age range of participants.

Question 6 (Figure 4.04 above) asked the age of participants. Although age was not a common variable in the literature, results were different from Australian trends outlined by Gottschalk & McEachern (2010). In comparison, the largest group in this research (33%) contained those aged 30-39, which Gottschalk & McEachern (2010)

found to be their smallest group. This was the only notable difference between what was indicated in the literature and what the researcher discovered.

7) How are you paid at your primary college or university?

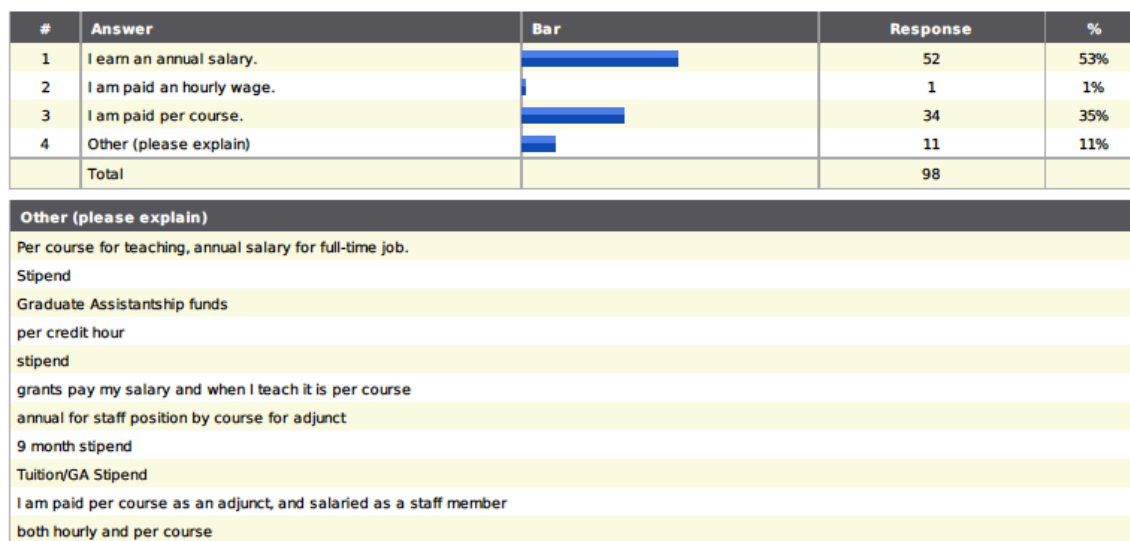


Figure 4.05. Mode of compensation.

Question 7 (Figure 4.05 above) targeted how contingent faculty members were paid. Of the 98 respondents; 53% earned an annual salary, 35% were paid per course, and 11% were paid in another method (See question 11 in Appendix B). Of the 53% who earn an annual salary the average was \$51,864. Of the 35% that indicated they were paid per course, the average per course (3 credits) compensation was just at \$3,202. The high number of salaried participants responding to the survey indicated a need for a more specific definition for the term *contingent faculty* since those who are salaried employees can have entirely different experiences than those who are not salaried. Interestingly some participants noted that compensation varies on type of course taught (within different academic colleges), dependent upon size of class, and dependent upon regular

fall/spring semester or if it is summer session. One participant was paid an hourly wage of \$8 per hour. All of these averages follow trends as noted in Berry (2005).

12) The compensation for the course(s) I teach is my primary source of income.

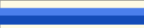

#	Answer	Bar	Response	%
1	Yes		47	49%
2	No		48	51%
	Total		95	

Figure 4.06. Primary source of income

Questions 8 through 11 are not included because they were breakdowns of salary information from question 7. Question 12 (Figure 4.06 above) asked that if the compensation one received for the course(s) they taught was his or her primary source of income. Following the trends Wagoner (2007) identifies, 49% of the respondents indicated that this is their primary source of income. With 53% in question 7 (Figure 4.05 above) indicating that they earned an annual salary, one might suspect that those who earn an annual salary would indicate this as their primary source of income. However, there is a discrepancy in the data when comparing the results of question 7 and 12. The researcher believes this discrepancy arose because the full 98 respondents answered questions 7 whereas only 95 answered question 12. The researcher believes the missing 3 responses make up for the 4% discrepancy between the two questions.

13 &14) How many credit hours did you teach during the 11-12 academic year?

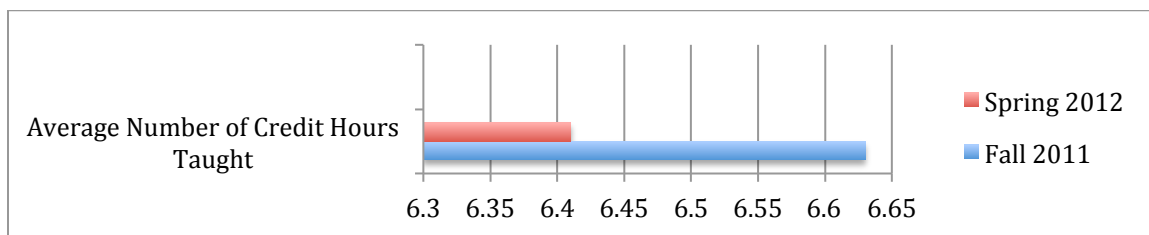


Figure 4.07. Average credits taught.

Questions 13 and 14 (Figure 4.07 above) asked the respondents to indicate how many credit hours they taught in the fall and spring semesters of the 2011-2012 academic year. The average for each semester fell around 6.5 credits, keeping in mind that those who were in salaried positions had a higher average of around 7.5 credits per semester. The highest response was an individual who taught 18 credit hours in the fall 2011 semester, as well as an individual who taught 17 credits in the spring 2012 semester.

15) I am familiar with the American Association of University Professors definition of Academic Freedom:

#	Answer	Bar	Response	%
1	Yes	<div style="width: 31%;"></div>	30	31%
2	No	<div style="width: 69%;"></div>	66	69%
	Total		96	

Figure 4.08. Familiarity with Academic Freedom

Question 15 (Figure 4.08 above) was asked because the researcher wanted to know how familiar contingent faculty are with the definition of Academic Freedom as outlined by the American Association of University Professors (2010). The literature

prior had not measured the familiarity with the definition. The majority of participants indicated that they were unfamiliar with the definition.

16) Do you feel the above definition of Academic Freedom is accurate? Is there anything missing or that you believe should be included?

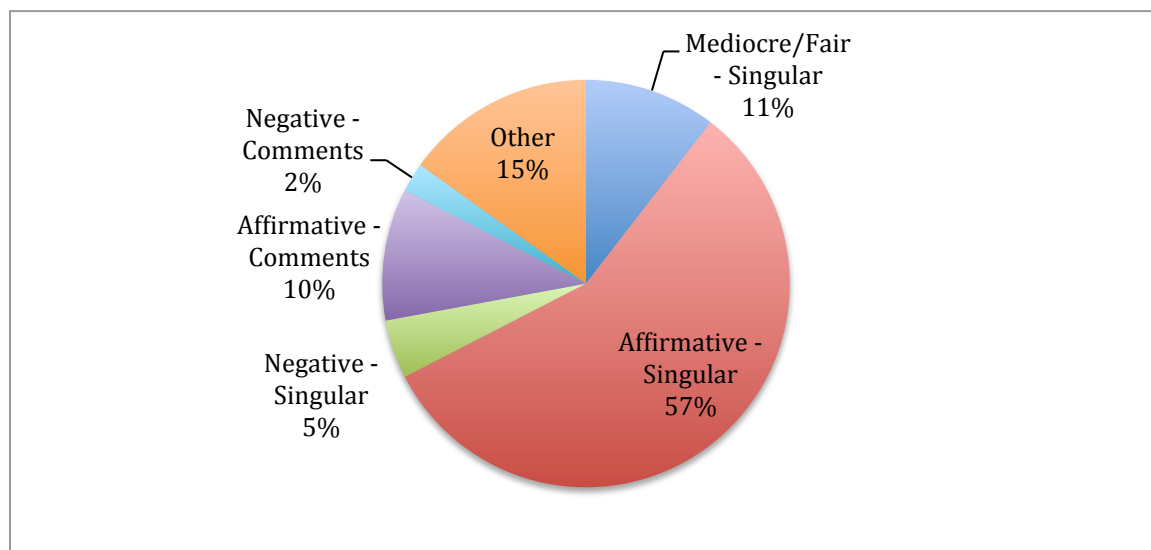


Figure 4.09. Accuracy and fullness of definition of academic freedom.

Question 16 (Figure 4.09 above) asked participants to identify whether or not they felt the definition of academic freedom was accurate and whether or not it should include anything else. The data were coded into 6 categories with multiple nodes throughout; affirmative – singular, negative –singular, affirmative – with comments, negative – with comments, mediocre/fair, and other. The majority of respondents (57%) coded at a singular affirmative answer. The others category was the next most common theme (15%), which coded into the following nodes (Table 4) in order of most occurring to least occurring:

Table 4

Other nodes for question16

<ul style="list-style-type: none"> • Covering controversial topics in the classroom • Sense of responsibility • Not familiar with definition • Notions of constraint 	<ul style="list-style-type: none"> • Being academically free as a contingent faculty members is not viewed highly • Notions of evaluation and peer review are not measureable • Curriculum development • Research
--	---

Responses to this question outlined what the participants felt were missing from the definition of academic freedom, with the exception of those who were generally unfamiliar with it. Respondents most commonly indicated that they would like the definition to include some mention of covering controversial topics in class. The literature discusses how sometimes faculty may not cover all matters of a given topic, in fear of being reprimanded by administration, if it doesn't align with their employers values or beliefs (American Association of University Professors, 2010; AFT Higher Education, 2007). Other comments included being held accountable for these freedoms with a sense of responsibility, notions of constraint on aspects of their professional life, specifically classroom and curriculum design.

With 10% of the responses, an affirmative answer with comments was third most coded. The data were coded into the following nodes (Table 5 below) in order of most occurring to least occurring:

Table 5

Affirmative nodes for question 16

<ul style="list-style-type: none"> • No room for interpretation • Fair compensation for equal work • Equal access to academic freedom 	<ul style="list-style-type: none"> • Outdated • Simplify the language • Freedom to challenge students
--	--

Affirmative nodes indicate that the respondent agreed that there were items missing from the definition of academic freedom. The most commonly identified missing item was the discrepancy in pay between contingent faculty members and full time tenure track faculty members, which follows the trends indicated in the literature (American Academic, 2010; Committee on Economic Status Report, 2011; Hough, 2003; Wagoner, 2007; Wilson 2009).

Lastly, with 2% of respondents were responses that coded negative (Table 6 below) in response to question 16 with the following nodes:

Table 6

Negative nodes for question 16

<ul style="list-style-type: none"> • Utterances should be excluded 	<ul style="list-style-type: none"> • Leaves out politics of teaching
---	---

Negative nodes indicated that the respondent felt that the definition was not complete. Although there were no common trends, the two negative coded comments presented thematic data around the word “utterances” in the definition. What the respondents are believed to be referring to are the politics of freely teaching controversial subject matter in the classroom, as indicated in the “Other” code prior.

17) Regarding the definition of academic freedom above, do you feel that your Academic Freedom is threatened in any way or manner?

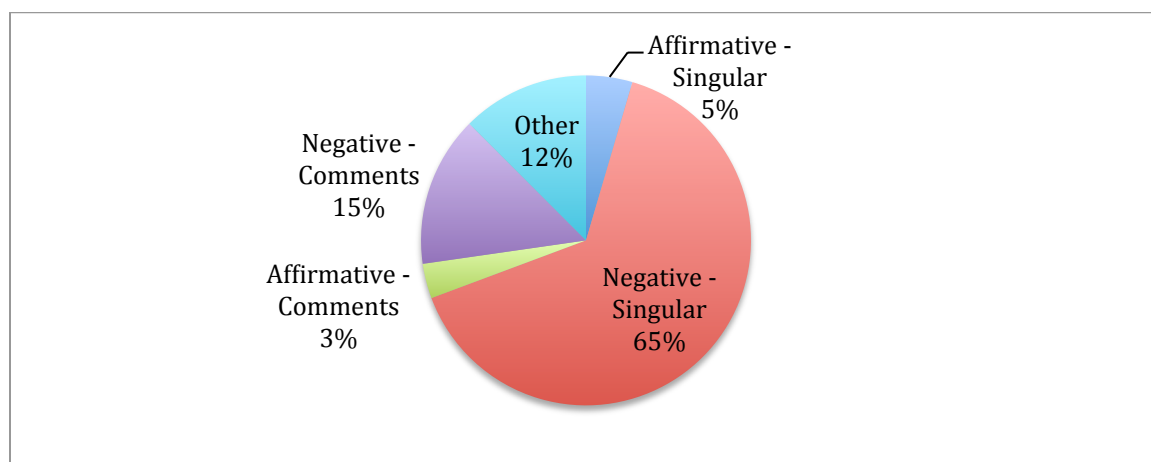


Figure 4.10. Is your academic freedom threatened?

Question 17 (Figure 4.10 above) asked whether the participants felt their academic freedom was threatened in any way. The data were coded into 5 themes, with multiple nodes throughout; affirmative – singular, negative –singular, affirmative – with comments, negative – with comments, and other. The most common (65%) theme for this question was a negative singular response. The second most common theme was a negative – with comments response (15%) that coded into the following nodes (Table 7 below) in order of most occurring to least occurring:

Table 7

Negative nodes for question 17

<ul style="list-style-type: none"> • Feelings of Autonomy • Notion of “Yet” participants were expecting to feel threatened, but it hasn’t occurred yet. • Invisible/Under the Radar 	<ul style="list-style-type: none"> • Persuasion • Comes with the job • More censorship from students rather than the institution
--	---

Negative nodes for question 17 indicate that the respondent did not feel that their academic freedom was threatened. Most commonly coded were feelings of autonomy, meaning that the respondent felt they had independence regarding their academic freedom. The second most coded theme was the notion of “yet” meaning that they did not feel their academic freedom was currently threatened, but there was a possibility that it could be in the future. The subsequent themes indicated that the respondents did not feel threatened due to their indistinctness in the university as well as being persuaded or guided in ways that their academic freedom did not become threatened.

The third most coded response (12%) for question 17 (Figure 4.10 above) was the other category, which coded into the following nodes (Table 8 below) in order of most occurring to least occurring:

Table 8

Other nodes for question 17

<ul style="list-style-type: none"> • Must avoid certain controversial topics in the classroom due to fear of disciplinary administrative actions • Disconnect with the university 	<ul style="list-style-type: none"> • No political weight within the university • Better than previous institutions
---	--

Again, a common theme appeared in the “Other” nodes for question 17, similar to the “Other” nodes in question 16, in which respondents felt they had to censor what they taught in the classroom. The literature discusses how sometimes faculty may not cover all matters of a given topic, in fear of being reprimanded by administration (American Association of University Professors, 2010; AFT Higher Education, 2007). A new node

appeared with this question in the sense that the respondents felt disconnected from their university. This node aligns with trends discussed in the literature, that contingent faculty members can become disinterested in becoming part of a community, in which they feel does not want to incorporate them (Hudd, et al., 2009; Meixner, Kruck & Madden, 2010;).

The fourth most coded was affirmative singular answers (5%). Lastly, the fifth most coded theme was affirmative answers with comments (3%) that coded into the following nodes (Table 9 below):

Table 9

Affirmative nodes for question 17

<ul style="list-style-type: none"> • Must avoid certain topics due to geographic/political climates 	<ul style="list-style-type: none"> • Does not protect creativity
--	---

Affirmative nodes were the least coded in question 17, indicating that the majority of respondents did not feel their academic freedom was threatened. Although no trends can be assumed, the three responses that coded as affirmative represented a theme that contingent faculty members must be cautious of how and what they teach.

18) Do you feel that your non-tenure status at your primary college or university marginalizes you in any way or manner?

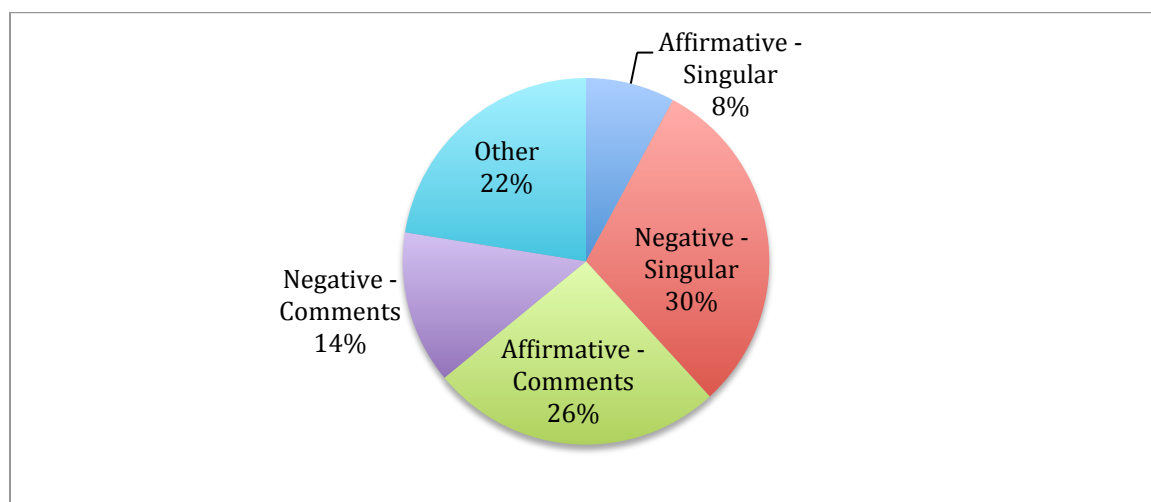


Figure 4.11. Marginalization due to status

Question 18 (Figure 4.11 above) asked whether the participants felt their status marginalized them in any way at the university. The data were coded into 5 themes, with multiple nodes throughout; affirmative – singular, negative –singular, affirmative – with comments, negative – with comments, and other. The most common (30%) theme for this question was a negative singular response. The second most common theme was an affirmative – with comments response (26%) that coded into the following nodes (Table 10 below) in order of most occurring to least occurring:

Table 10

Affirmative nodes for question 18

<ul style="list-style-type: none"> • No job security • I don't make a difference/matter/add value • Feel excluded from university community • Issues with Salary 	<ul style="list-style-type: none"> • No Autonomy • Bad perception of institution administration • Same/More work than FTTTF • Notion of being "contracted"
--	--

The affirmative code indicates that the respondent felt that their non-tenure track position did marginalize them. The most commonly coded node was the issue of lack of job security, which is apparent throughout the majority of the literature discussed in chapter two. Secondary nodes trend with nodes discussed in question 17 in which contingent faculty members can become disinterested in becoming part of a community, where they feel the community does not want to incorporate them (Hudd, et al., 2009; Meixner, Kruck & Madden, 2010;). Respondents are quoted as saying they feel “masked” when it comes to the real conditions of contingent faculty as well as being the “work horses” of the university.

At 22% of the coded responses, the other category was third most coded. The data coded into the following nodes (Table 11 below) in order of most occurring to least occurring:

Table 11

Other nodes for question 18

<ul style="list-style-type: none"> • Inequality • FTTTF superiority persona • Labels of being non-academic or not having expertise 	<ul style="list-style-type: none"> • Unequal compensation • The need to prove worth
---	---

Other nodes coded in question 18 represent general inequalities that exist in the contingent faculty milieu. Notions of inequality were most prevalent, meaning that these contingent faculty members felt there was an imbalance with their work and salary when compared to full-time tenure-track faculty.

Lastly, data that coded as negative with comments was fourth most coded at 14%.

The data coded into the following nodes (Table 12 below) in order of most occurring to least occurring:

Table 12

Negative nodes for question 18

<ul style="list-style-type: none"> • Feel they do have equal access • Lesser degree means that they should be less valued 	<ul style="list-style-type: none"> • Unaware of the issue
---	--

Negative codes for question 18 represent that respondents did not feel they were marginalized within the university. Most commonly noted was that they do feel they are on an equal playing field as their full-time tenure-track colleagues. Secondly noted was that they thought their lesser degree, most likely referring to a masters degree rather than a doctoral degree, qualified them to be less valued by the university.

19) Do you feel that being employed in a state that prohibits collective bargaining (unionization for employment benefits) limits your academic freedom or advocacy in your job security?

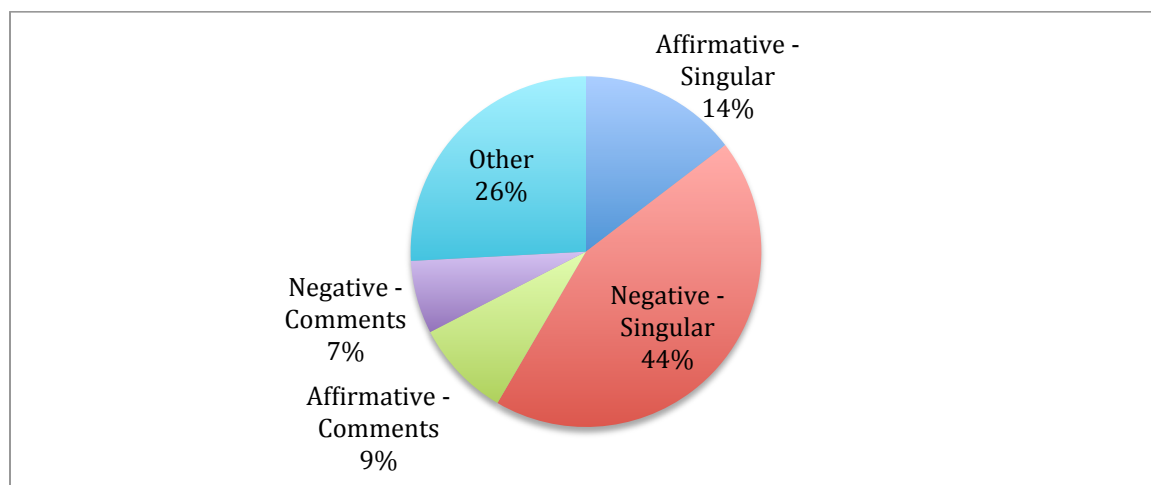


Figure 4.12. Limits to academic freedom or job security

Question 19 (Figure 4.12 above) asked whether the participants felt their employment within a state that prohibits collective bargaining limits their academic freedom or job security. The data were coded into 5 themes, with multiple nodes throughout; affirmative – singular, negative –singular, affirmative – with comments, negative – with comments, and other. The most common (44%) theme for this question was a negative singular response. The second most common theme was coded as an other response (26%) that coded into the following nodes (Table 13 below) in order of most occurring to least occurring:

Table 13

Other nodes for question 19

<ul style="list-style-type: none"> • N/A or unusual employment circumstances • No autonomy 	<ul style="list-style-type: none"> • No benefits • Somewhat • Notion of “yet”
--	--

Other nodes for question 19 presented interesting results in that the majority indicated that this question was not applicable to them or that they had unusual employment circumstances. What the researcher believes this indicates is the trend of multiple employment indicated in the literature, many contingent faculty either work at another job full-time, (Hudd et al., 2009; Meixner, Kruck & Madden, 2010. Although as a contingent faculty member they did not receive employment benefits, they may be receiving them through other means of employment. The second most coded them represented the notion of not having autonomy within their realm of teaching, meaning

that these individuals could not negotiate or move forward in their career as a contingent faculty member.

The third most coded theme was the affirmative singular (14%) theme followed by the fourth most coded theme which was affirmative with comments (9%). The affirmative with comments coded into the following nodes (Table 14 below) in order of most occurring to least occurring:

Table 14

Affirmative nodes for question 19

<ul style="list-style-type: none"> • No job security • Feeling of censorship 	<ul style="list-style-type: none"> • Amount of pay versus the amount of work
--	---

Affirmative nodes for question 19 indicate that the contingent faculty members felt they were restricted in advocacy for their job security. Many indicated that their lack of job security prevented them from advocating for that very aspect of their job. Also feelings of censorship or underpayment for their work were apparent in these comments.

The least coded node was negative with comments at 7%. Although no specific nodes were found, one participant mentioned the following, “Unionization at my previous institution negatively impacted my academic freedom.” The researcher found this to be an interesting comment for this effect is not previously mentioned in the literature.

20) If collective bargaining were permitted, what specific things would you advocate for?

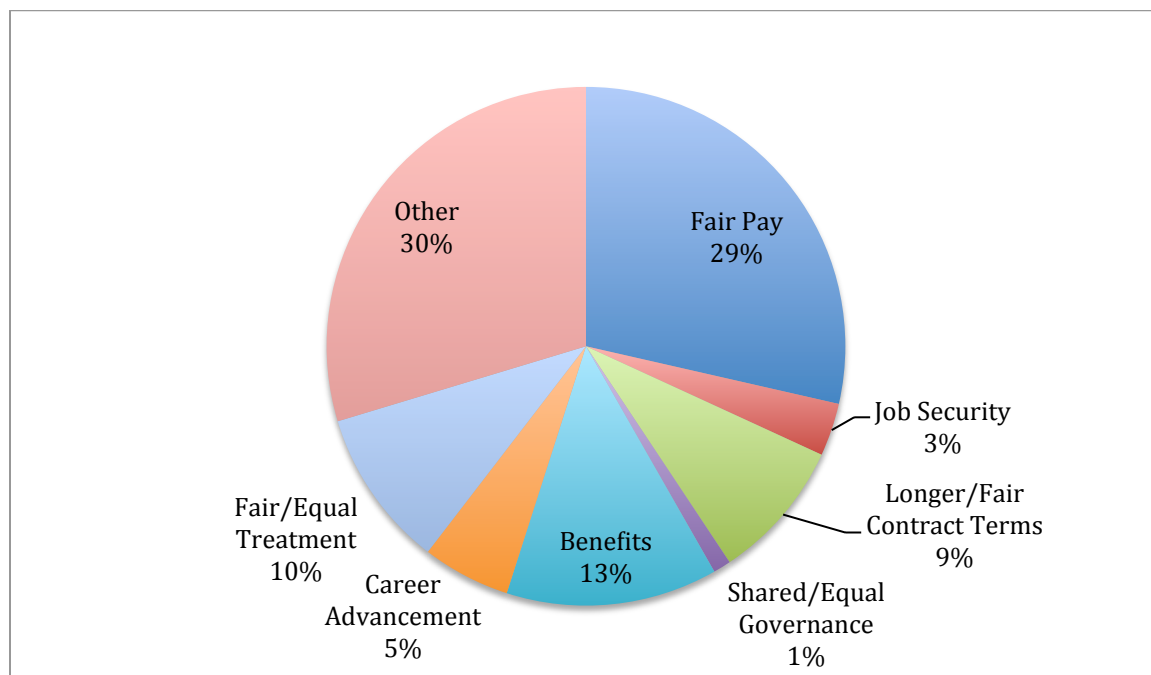


Figure 4.13. If collective bargaining were allowed, what would you advocate for?

Question 20 asked the participants what specifically they would advocate for if collective bargaining were permitted. Responses were coded into 8 themes (in order of most coded to least coded); Other, Fair Pay, Benefits, Fair/Equal Treatment, Longer/Fair Contract Terms, Career Advancement, Job Security, & Shared/Equal Governance. What these codes represent are common themes found throughout the previous questions as well as the literature. These themes follow the trend in what the American Association of University Professors (2010) advocate for as well as what the American Federation of Teachers (2007) advocate for. Fair pay, benefits, fair treatment, were the top three codes for question 20, which supports the theoretical framework of inequity outline in chapter two.

The most popular with 30% was the other category that coded into the following nodes (Table 15 below) in order of most coded to least coded. These codes are representative of the majority of contingent faculty who do not want collective bargaining and/or that do not feel their academic freedom is threatened.

Table 15

Nodes for other theme in question 20

<ul style="list-style-type: none"> • N/A or “nothing” • Do not want collective bargaining 	<ul style="list-style-type: none"> • Tuition waivers
---	---

21) I feel I would benefit from an on-campus group specifically for non-tenure track faculty members.



#	Answer	Bar	Response	%
1	Yes		48	53%
2	No		42	47%
	Total		90	

Figure 4.14. Desire to form common group

22) I would join said group if it were created.



#	Answer	Bar	Response	%
1	Yes		46	53%
2	No		41	47%
	Total		87	

Figure 4.15. Desire to join common group

Upon completion of coding question 23 the researcher discovered many participants commented regarding the previous two questions. 9% of those who answered

question 23 (Figure 4.16 below) commented about questions 21 and 22, noting that their joining the group would depend on the makeup of the group. There was also a common node that creating and joining such a group would further marginalize the contingent faculty in the eyes of the institution.

23) Do you have any additional comments about collective bargaining, academic freedom, or contingent faculty?

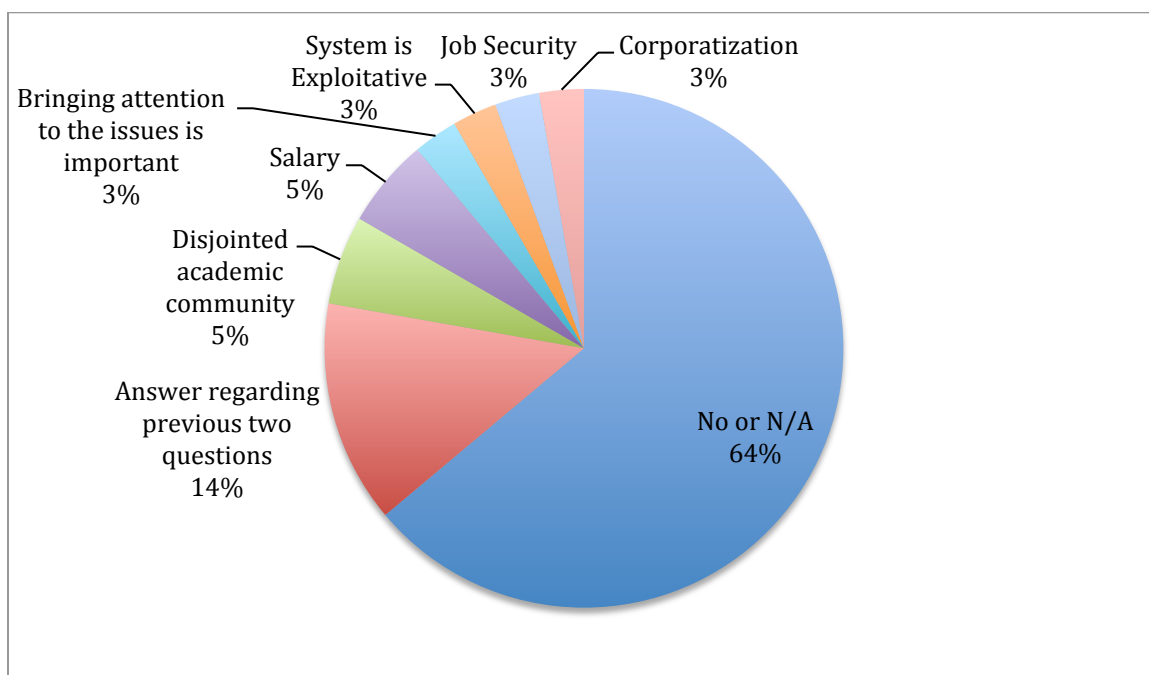


Figure 4.16. Themes regarding miscellaneous and other comments about contingent faculty, collective bargaining, and academic freedom.

Question 23 was the final question of the survey that asked participants if they had any other comments regarding contingent faculty, collective bargaining, or academic freedom. The data coded at eight different themes; no or N/A, answer regarding previous two questions, disjointed academic community, salary, bringing attention to the issue is important, system is exploitative, job security, and corporatization. The two most popular themes regarding other comments were the notions of a segregated academic community

and the notions of salary, which again represent the notions of inequity discussed in the theoretical framework in chapter two.

The next chapter of this research is the final chapter. Discussion, suggestions, and limitations of the research will be examined. How this research closes the literature gap will also be discussed. Plans for action upon the findings of this research will conclude this ethnography.

Chapter 5: Conclusion

Discussion of Results

Although the majority of participants did not support the researcher's hypotheses, these themes were still abundant in the minority of the responses. The margin between the minority and majority was less than 5%, indicating that hypotheses were marginally unsupported. Within the minority, the researcher found that contingent faculty members that are under greater restrictions in regard to academic freedom, presented general feelings of unfair treatment, the inability to move upward in their career, and insignificant feelings of professional success (Burk, 2000; Maynard & Joseph, 2008; Thedwall, 2008). This relates back to the conceptual framework of Adams' (1963) equity theory, as discussed in chapter two. Their perceived equity of rewards was low, which resulted in a low level of satisfaction.

Themes of unfair treatment and insignificant professional success support the literature discussed in Chapter Two in regard to academic integrity. Hendershott, Drinan, and Cross (2000), Hudd et al. (2009), Meixner, Kruck & Madden (2010), and Green (2007) all discuss low academic integrity, which can lead to numerous problems for contingent faculty. It is apparent that these contingent faculty members did not feel as engaged with their institution. These feelings have led to contingent faculty being disinterested in becoming part of their academic community (Hudd et al., 2009; Meixner, Kruck & Madden, 2010).

More commonly occurring were themes not hypothesized by the researcher, which include salary differences, job security, and benefits. These themes also related

closely to the theoretical frameworks outlined in Chapter Two, specifically the Equity Theory (Adams, 1963) and Dependency Theory (Macionis, 2008b). As mentioned in Chapter Two, there is an imbalance when it comes to contingent faculty and the system of which they are a part. This imbalance is leading to conflict, and feelings of inequity (Adams 1963; Bartos & Wehr, 2002; Henslin, 2006; Macionis 2008a, 2008b). Notions of economic inequity that were discovered supports the literature discussed in Chapter Two: The AAUP's Committee on Economic Status Reports (2011), The Chronicle of Higher Education's (Wilson, 2009) survey of 625 adjunct faculty members, Hough (2003), Wagoner (2007), and a 2010 American Federation of Teachers survey of part-time and adjunct higher education faculty, all indicate trends similar to the data presented in Chapter Four. It is obvious that an inequality exists within academia, specifically when it comes to contingent faculty members.

One limitation of this research that arose after results were collected was that the term Contingent needs to be further defined to exclude salaried employees. When examined closer, salaried employees had much different experiences than those who were paid per course, through a stipend, or with an hourly wage. This sub-group identified more closely with the themes of frustration, oppression, and injustice rather than the group at large. In de-aggregating the data set, the researcher found that those who were not salaried did support one of his hypotheses; the desire to form an on campus group. Out of those who were not salaried, 55% indicated that they would like to form and participate in an on-campus group with other contingent faculty.

When it comes to survey research, the researcher realized two things at the completion of the study. First, survey research does not always allow for follow up

questions or discussion, which the researcher feels would have been highly beneficial in some instances of this research. Secondly, some survey questions assumed that participants had a systems understanding of how they fit within the collective bargaining and economic systems. Provided that the participants did have knowledge of this subject matter, the survey would have been accurate. However, the researcher has concluded that the majority of participants did not understand the greater system of which they were a part. Sometimes, this is only possible due to an outside perspective, which the researcher had, but the participants lacked.

Suggestions

Suggestions for further research can be made based on what was found through this study. Although contingent faculty members may not be interested in infringements on their academic freedom, issues such as salary and benefits are of high importance. This is a timely issue given the state of the economy today. Had this research been conducted five or so years earlier, the researcher expects he would have seen results that supported more academic freedom, rather than the economic issues. Given the timely state of the economy, it would be highly beneficial for research to be conducted within states that prohibit collective bargaining regarding issues of salary and benefits. This would better highlight the disadvantages contingent faculty face in such states in which the researcher hoped this research would strongly indicate. This is of interest to the general public because it highlights an often hidden agenda of a for-profit model of higher education.

Practical Micro-Level Recommendations

Recommendations for action in regard to this research are limited due to the fact that these faculty members are in a state that prohibits collective bargaining. Practical micro-level suggestions can be made to enhance on-campus culture in states that prohibit collective bargaining. Free Exchange On Campus (n.d.) has outlined five steps that any campus community can take to alleviate any hindrances of academic freedom (pp.22-23):

1. Continue to review academic freedom and strategic rights policies.
2. Build coalitions.
3. Keep the free exchange of ideas robust.
4. Recognize institutional autonomy and differing education missions.
5. Don't overreact when opponents of academic freedom show up on campus.

Lance Compa (2008) outlines an important concept that can be applied to the for-profit corporatization trend that higher education is following. Corporate Social Responsibility “enhance human rights, labor rights, and labor standards in the work place by joining consumer power and socially responsible business leadership (p.1). Although Compa compares this to a business model, it can easily be transferred to the educational for-profit model. If the contingent faculty workers join their administrative leadership in forming socially responsible policies, also referred to as codes of conduct, it creates a sense of responsibility that is required from both ends.

A final practical suggestion comes from Berry (2005), *Reclaiming the Ivory Tower*. The majority of this book is dedicated to strategies in which contingent faculty can organize, both in and outside of states that prohibit collective bargaining. Berry

speaks to an audience about organizing on a macro-level, nationally to create change. It is apparent through the corporatization of higher education that contingent faculty has become a macro-level issue, meaning it is not locally sourced. Berry writes about specifics when trying to organize and also giving specifics about what needs to be advocated for. She concludes with analyzing the opponents and how to find allies. The researcher encourages contingent faculty to read this book in hopes to create an understanding for larger, macro-level ideologies of change.

Macro-level Human Resource and Organizational Recommendations

From a Human Resource Development and organizational development perspective, the researcher recommends following guidelines for human performance enhancement as outline in Rothwell (2009). Rothwell discusses how analyzing what is currently happening is a crucial first step in the Human Performance Enhancement (HPE) strategy. The identification of current processes is important for the formation of future improvement processes. Identifying these processes in environments where contingent faculty members are limited would be a highly beneficial organizational and human resource development technique.

Rothwell (2009) goes further to recommend processes that focus on the future of the organization. In this case, one could analyze the future of individual universities and their development of contingent faculty, or on a larger scale in the future of higher education; analyzing where this current trend has the potential to hinder or advance higher education professionals. Rothwell (2009) emphasizes the importance of envisioning the organization in a global market, assessing future trends, and understanding how those perceived trends might threaten or enhance the environment. It

is understood that organizations that apply these processes are more rewarding, which would provide high levels of satisfaction according to Adams' (1963) equity theory. A comparison can be made between current conditions and expected conditions, which will aid in the identification of possible future directions, present weakness, and future threats to the environment.

Reflections

At the conclusion of this qualitative study, the researcher examined his experience with the research process along with careful consideration of personal bias and preconceived ideas and values. The research experience was transformative in that it shed light on several areas that are affected by contingent status within a university, which were not previously considered by the researcher. These new insights include perceived limitations within the confines of classroom instruction and curriculum development, over reliance on contingent workforce, and notions of disunion and hierarchy within the academic community.

Conclusions

Despite the marginally unsupportive results of the researcher's hypotheses, it is still important to consider threats and inequities that exist within the milieu of contingent faculty. Today, contingent faculty members make up somewhere between two-thirds and three-quarters of the instructional faculty who teach college courses (Modarelli, 2006; Monks, 2009;) and that number is steadily increasing. The for-profit model that higher education has adopted comes at a higher cost when examined through the lens of humanity and issues of moral conduct. It is important to examine whether we as

honorable beings value the economic benefits or the ethical considerations of fair and just treatment. To truly achieve an understanding of the problem, one needs to understand what drives the greed of neo-liberal educational politics. Issues of social justice greatly outweigh the economic benefits when examined from a moral angle, and should be taken into consideration to revise current practices in higher education today.

Appendix A: Email of Consent

Subject Line: Do You Teach? Win a \$50 Gift Card to Best Buy!

Do you teach one or more classes, but are not in a tenure track position? If yes, this opportunity is for you!

As a graduate student in the Adult Human Resource Development masters program, I'm conducting thesis research on what is known as "contingent" faculty, those who teach courses but are not in tenure track positions. When addressing contingent faculty, organizations such as the American Association of University Professors, have identified a deficiency in contingent faculty satisfaction in issues related to academic freedom. The purpose of this thesis research will be to identify and measure the qualitative characteristics of contingent faculty and their perception of professional and personal academic freedom, within an institution that prohibits collective bargaining (advocacy for labor unions and fair terms of employment).

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by D. Austin Bingler, a graduate student from James Madison University. The purpose of this study is to identify the characteristics of contingent faculty while employed in a state that prohibits collective bargaining. This study will contribute to the literature to provide quality understanding of what it means to be academically free in states that prohibit collective bargaining. This research serves as a degree completion in the Masters of Science in Education for the Adult Human Resource Development program at James Madison University.

Research Procedures

This study consists of an online survey. The survey will be administered to individual participants through *Qualtrics (an online survey tool)*. You will be asked to provide answers to a series of questions related to contingent faculty and their perception of personal and professional academic freedom. Should you decide to participate in this confidential research you may access the anonymous survey by following the web link located under the "Giving of Consent" section.

Time Required

Participation in this study will require 10-20 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study.

Benefits

Potential benefits from participation in this study include; the development of programs and services to aid in the development of academic freedom and contingent faculty and a better qualitative understanding of how contingent faculty perceive academic freedom professionally and personally.

Participants who complete the survey fully will have the option to enter into a drawing for a \$50 Best Buy gift card by submitting an email address for random drawing. Emails will not be associated with responses and will not be used for anything other than the gift card drawing. All emails will be destroyed upon completion of the drawing.

Confidentiality

The results of this research will be presented in thesis manuscript. While individual responses are anonymously obtained and recorded online through Qualtrics (*a secure online survey tool*), data is kept in the strictest confidence. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. Aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

D. Austin Bingler OR
AHRD Graduate Student
James Madison University
Telephone: (540) 568-4846
bingleda@jmu.edu

Diane Wilcox, Ph.D.
Learning Technology &
Leadership Education
James Madison University
Telephone: (540) 568-6707
wilcoxdm@jmu.edu

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

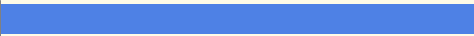

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. The investigator provided me with a copy of this form through email. I certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous online survey, I am consenting to participate in this research.

http://jmu.qualtrics.com/SE/?SID=SV_9AZsY89Ipjy0bfm

Appendix B: Initial Report

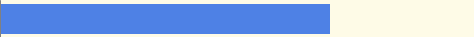
Initial Report

1. I give my consent to participate in this research:

#	Answer		Response	%
1	Yes		155	100%
2	No		0	0%
	Total		155	100%










Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	155

2. I teach at least one or more course(s) at my primary college or university:

#	Answer		Response	%
1	Yes		102	69%
2	No		46	31%
	Total		148	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.31
Variance	0.22
Standard Deviation	0.46
Total Responses	148

3. What is your primary status at your primary college or university:

#	Answer		Response	%
1	Tenure Track Faculty		2	2%
2	Non-Tenure Track Full-Time Faculty		36	36%
3	Part-Time Faculty		17	17%
4	Adjunct Faculty		20	20%
5	Full-Time Staff		7	7%
6	Part-Time Staff		2	2%
7	Graduate Assistant		7	7%
8	Undergraduate Assistant		1	1%
9	Other (please explain and or identify)		8	8%
	Total		100	100%

Other (please explain and or identify)

AP faculty

full-time administrative/professional faculty

Full-time Administrative Faculty

Administrative/Professional Faculty

Administrative & Professional Faculty

AP Faculty/Staff

AP faculty (administrative professional)

I am full-time staff and teach one class every other semester as an adjunct faculty

Statistic	Value
Min Value	1
Max Value	9
Mean	3.81
Variance	4.74
Standard Deviation	2.18
Total Responses	100

4. In which subjects do you teach?



Text Response
Physics, General Science
Human Anatomy Lab
nursing
COB204(Access and Sharepoint), CS139(Java Programming)
History
LTLE
GWRTC 103: Critical Reading and Writing
Communication Studies
Computer Science
psychology
Integrated Science and Technology
Communication
Psychology
Individualized Study
French
Computer Science
Adult Health and Development
Portuguese (101-232), GHUM 252
Womens studies courses
Grad psyc - counseling internship
Hospitality, Sport and Recreation Management
Management
English, Creative Writing
General education (music)
Womens health, Leadership and Mangement, Environmental Health, Contemporary Issues in Nursing
general science
Communication Studies
Educational Technology, Qualitative Research
intro applied calculus, intro applied statistics, physics, energy business and economics
SMAD (web design, graphic design)
English
Early British Literature

LTLE this semester, Graphic Design for about 8 years in previous semesters
Health Facilitation and Synthesis - HTH 407 is the course title
Economics
Chemistry, General Science
Writing
Science- Biology/Ecology
Management
HRD 485 - capstone of the HRD minor
English (that is, Literature)
Biology
English
Independent Study--Career and Life Planning
Athletic Training
Biology
Writing, Rhetoric, and Technical Communication
Individualized Studies
Spanish and learning Theories
Art History, Vernacular Architecture, Architectural History
Business
Psychology
Psychology
geology/general education
Environmental Issues in Science and Technology
philosophy and religion
Psychology
mathematics, statistics
psychology, statistics
Abnormal Psychology (Fall and Spring of this academic year); Intro Psych (Fall and Spring of last academic year)
Fundamentals of Nursing, Gerontology, & Advanced Nursing Skills
College of Science and Mathematics
Italian language, literature, and civilization
Psyc 101
Management
Statistics for Economics and Business
Computer Information Systems and related topics

wind energy
Human Physiology laboratory
KIN 100; KIN 199
Chemistry
Psychology: Organizational Theory
Archaeology, Interdisciplinary Liberal Studies
Nursing
Kinesiology
English
IS 202-career & life planning course
Communication Sciences and Disorders
chemistry, science for non-science majors
mathematics
mathematics
Management
biology
Public Administration
Sign II
Earth Science
American Sign Language
Educational Leadership
Theater, specifically costuming
Life Span Human Development
Graduate level nursing
Mathematics
occupational therapy
Archaeology
Lifetime fitness and Wellness
Intergovernmental Relations and Financial Management

Statistic	Value
Total Responses	96


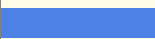



5. Gender Identity:

#	Answer		Response	%
1	Male		36	37%
2	Female		62	63%
3	Other		0	0%
	Total		98	100%

Other

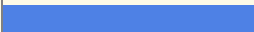



Statistic	Value
Min Value	1
Max Value	2
Mean	1.63
Variance	0.23
Standard Deviation	0.48
Total Responses	98

6. Age:

#	Answer		Response	%
1	18-19		0	0%
2	20-29		14	14%
3	30-39		32	33%
4	40-49		18	18%
5	50-59		20	20%
6	60-69		14	14%
7	70-79		0	0%
8	80-89		0	0%
9	90 or older		0	0%
	Total		98	100%

Statistic	Value
Min Value	2
Max Value	6
Mean	3.88
Variance	1.68
Standard Deviation	1.29
Total Responses	98

7. How are you paid at your primary college or university?

#	Answer		Response	%
1	I earn an annual salary.		52	53%
2	I am paid an hourly wage.		1	1%
3	I am paid per course.		34	35%
4	Other (please explain)		11	11%
	Total		98	100%

Other (please explain)
Per course for teaching, annual salary for full-time job.
Stipend
Graduate Assistantship funds
per credit hour
stipend
grants pay my salary and when I teach it is per course
annual for staff position by course for adjunct
9 month stipend
Tuition/GA Stipend
I am paid per course as an adjunct, and salaried as a staff member
both hourly and per course

Statistic	Value
Min Value	1
Max Value	4
Mean	2.04
Variance	1.34
Standard Deviation	1.16
Total Responses	98

8. How much do you earn annually?

Text Response
\$57,763 + summer
58,500
\$46000/yr
47250
\$44,500
70,000
87,000
47000
50,000
\$46,000
\$77,000
36,000 sick isn't it
\$45,000
\$49,000
61,000
\$48,000
\$90,000
53,000
\$45,000
\$50k
\$35,000
\$63,000
50,000
~11,000
50000
16,000
60,000 (12 months)
41000
53300
\$46,000 - \$47,000
47000
55,000
48\$k

\$49,000
20000
70,000
\$ 47,000
53000
\$50,000
44,000
34,000
54,000
\$105,000
50000
65,000
43,500
60,000
\$43,000
\$49,875
72,000

Statistic	Value
Total Responses	50

9. How much are you paid per hour?

Text Response
8.00

Statistic	Value
Total Responses	1

10. How much are you paid per course?

Text Response
~\$850 per credit hour
5,500 for CS classes, 3000 for CoB classes
\$2,700 for one course a semester
3000
\$2350
(up to 25 students) 3 - credit course: 3,000.00 4 credit - 4,000.00; 40 students, 3 credit: 6,000.00 -- and this is because I have a PhD
3000.00
\$3000
a little less than \$2500
approx. \$2500
5000
\$1400/credit
\$4000 (double section course)
3,900
\$3,000
\$850 per credit, labs are 3 credits each, so I earn \$2550 per course
it varies. average \$2,600
2700
\$1000 per semester hour
2250
Depends on which session
Depends on semester, amounts to minimum wage for time spent
\$3000
2750
\$3000.
\$1,000 per credit hour. Most courses are 3-4 credit hours
\$5,000
\$2.500.
3000
5000
about \$2,600.
can't remember

\$6,000 (semester class), \$4,000 (summer class)
\$5,000

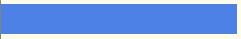

Statistic	Value
Total Responses	34

11. How much are you paid?

Text Response
\$50k for full-time job, \$2700 per 3 credit course taught
\$4,332 per semester
unknown as I also receive tuition remission. My annual stipend though is \$14,500
\$2,200 per credit hour
none of your business
I make 61000 as full-time staff - only \$3900 for a full 3 cr course
varies by course
\$15,000
Tuition and Stipend (varies year to year)
I am not certain... I believe it is approximately 2500 per class?
\$2000.00/semester

Statistic	Value
Total Responses	11

12. The compensation for the course(s) I teach is my primary source of income.

#	Answer		Response	%
1	Yes		47	49%
2	No		48	51%
	Total		95	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.51
Variance	0.25
Standard Deviation	0.50
Total Responses	95

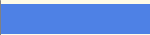

13. How many credit hours did you teach during the Fall 2011 semester?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	(please slide the marker to the number of credit hours taught)	0.00	18.00	6.63	4.71	91

14. How many credit hours are you teaching during the Spring 2012 semester?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	(please slide the marker to the number of credit hours taught)	0.00	17.00	6.41	4.34	94

15. I am familiar with the American Association of University Professors definition of Academic Freedom.(definition will be provided on the next page)

#	Answer		Response	%
1	Yes		30	31%
2	No		66	69%
	Total		96	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.69
Variance	0.22
Standard Deviation	0.47
Total Responses	96

16. Do you feel the above definition of Academic Freedom is accurate? Is there anything missing or that you believe should be included?

Text Response

It's good enough.

I am very constrained as a part-time instructor in the laboratory setting. The confines of my classroom are imposed by the lecture instructors.

accurate but does leave a lot of room for interpretation

Yes, No

It is accurate.

no. This should be excluded: but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances.

Yes, I feel the definition is accurate. I would merely recommend simplifying the language.

I wonder about the qualifier on academic freedom in the classroom regarding controversial matter with no relation to their subject.

Yes, I don't know of any additions.

I believe creativity in teaching is important, while the Definition above does not specifically speak against creativity, there is not an allowance for it either. In today's teaching environment if you are outside the norm, especially in an adjunct or non-tenure track position, creativity (i.e. teaching in a way outside the norm) is often frowned upon

What is missing is any sense of responsibility - all freedoms must be balanced by responsibilities.

Yes

Yes No - nothing missing that I see

It is adequate.

I believe that it is accurate.

Yes. No.

no and yes

I feel that this definition is pretty accurate. Perhaps it should include something about one's right to be fairly treated by the university regarding employment, but I don't see how that could be directly related to Academic Freedom. I'm thinking now that maybe it should have something such as the freedom to be fairly compensated for doing equal work even if one is not in the tenure track system.

yes

Seems pretty good

I think it is accurate and complete as is.

Yes

I think it is very accurate and appropriate.
no
yes - accurate; yes - shouldn't professors have the freedom to challenge students?
Yes. No.
I think it seems accurate and adequate.
I think the statement strikes an appropriate balance between academic freedom and responsibility to others.
It is accurate.
Yes, I believe it's accurate.
It's appropriate.
Seems fair.
It seems accurate and very comprehensive.
Yes, and no.
When an instructor chooses to teach controversial issues that coincide with their own beliefs, they should maintain integrity to teach factual material or offer all opinions of the material. Ex. If God is not someone they believe in, they should teach that God exists to some and that the USA was founded on the belief of God.
Yes, nothing missing.
It is accurate.
Yes. No.
It seems adequate in its spirit, though it takes pains to stress Responsibility as a check on Freedom. In that regard it sounds somewhat defensive.
Yes
I don't know enough about the Statement of Principals in Academic Freedom to judge if it seems accurate. However, it seems like it is a fair consideration to ask of teaching faculty.
yes
Accurate.
I feel that this is an appropriate definition of academic freedom.
It's accurate and representative.
I feel is accurate.
While I believe that the definition of Academic Freedom is well thought out, there could be additions made in reflection of the dramatic change in the hiring practices and positions available in academics. The statement is missing the acknowledgment that those teaching, regardless of employment status, should have equal access to academic freedom. Ranging from lack of inclusion in meetings to the lack of security which was once promised by the wide implementation of tenure, contingent faculty face a variety of barriers in being full participants in the values of academic freedom.
accurate
makes sense to me

Yes, from my personal experience freedom of speech is valued at JMU.
I feel that it is accurate
I do feel that the above definition of Academic Freedom is accurate.
It is accurate enough for some members of the academic community.
Yes, it is accurate.
In my subject, the subject matter itself is not questionable (mathematics is either correct or not, and that is not determined by religious or political opinions). However, there are religious or political opinions about "rating" a teacher, based on grades and popularity, not always measurable achievement.
Since I'm not FT teaching faculty I've never given this much thought. There are probably missed points but since it is the first time I'm reading it it sounds fine to me right now.
I believe that this is an adequate definition of academic freedom.
It sounds dated to me but reasonably accurate.
This definition is irrelevant when applied to the subject matter, and it leaves out issues related to the politics of teaching.
No.
yes
Curriculum and content is not directly addressed. No mention is made about selecting textbooks or teaching material.
Yes
No real thoughts on this. Not really.
Yes. No.
Yes
Yes, it is accurate. I don't know what if anything should be added.
"controversial matter which has no relation to their subject" is problematic for me. Who determines what is or is not related to one's subject? As an anthropologist, it could be suggested that the most controversial topics, especially religion and political issues such as gender inequality or racism, lie squarely within the realm of my subject.
yes
yes
yes
accurate
yes
I am not supposed to do research for the work I do, so that is irrelevant. I am "paid" for teaching only.
Looks good to me.
no, i like it.
Yes, but they are open to debate. i.e. "based upon an understanding" how?

Yes.
I feel that the definition is suitable. I never felt contained from what I wanted to teach in any way.
It seems complete and clear.
Makes sense to me
Yes No
?
Not at this juncture, but it should certainly be a "living document."
No.
yes

Statistic	Value
Total Responses	86

17. Regarding the definition of Academic Freedom above, do you feel that your Academic Freedom is threatened in any way or manner?

Text Response

No.

I don't feel it is threatened, its my job to teach certain material and that is what I do.

because of the politically and religiously conservative area of the state where my university is...I do feel that I must restrain and avoid controversial material in the classroom

No

No, my academic freedom is not threatened.

Yes.

No. I have freedom in the classroom.

No.

Yes.

Only in the sense that it does not protect creativity and free thinking as a element of teaching.

No

No I do not

no

No. My freedoms do not give me the right to summarily dismiss or disrespect another person or their opinions because they differ from mine.

No.

No.

no

No, not really. I do feel uncomfortable in my position as contingent faculty and wish I could be more candid with my students about it (after all, students should have a right to know more about the working conditions of those who teach them). Sometimes I mention something to the students, but I don't feel free to express myself for fear of some type of relatiation from the employer.

no

No. I feel very supported by my department.

Not at all

No

Yes -- I have no job security. I am very careful about what I say in the classroom given that my employment is so tenuous.

Absolutely not.

no

Not at all.
No.
No. My primary institution as well as others for which I function as an adjunct have not limited my freedom in any way but instead encouraged me to develop courses in ways that seem appropriate.
no
At this institution, no. But at my previous institution, academic freedom was severely hampered by requirements to comply with faculty union contracts.
No
There seems to be more freedom in an academic setting than any I have experienced in the private sector.
No.
Not at this time, although I do feel that I am guided in a certain direction.
No.
No
No, never have felt that way.
No.
No
I've not experienced anything like censorship coming from superiors, either section heads or administrators. I have been urged by students to censor myself. Their culture has made some subjects taboos for them, subjects that are not taboo for me. Questioning the glorification of the military, for example. Or using "naughty" words. Frankly, I've not felt restricted by such objections. Dismayed, rather. Furthermore, these examples refer to rare occurrences: I'm thinking back a few years to dredge them up.
NO
I do not.
no
no
No.
No, not really. However, I have always been careful not to introduce controversial ideas into a discussion without first explaining why I'm doing so. I also open the floor to all opinions and invite students to challenge what I may have to say on the subject.
No.
no
Honestly, I feel that my part-time position is perceived as a necessary evil. My position fills several entry-level survey classes which are a necessary entry point not only into my discipline, but also into the university-wide general education requirements. General education is highly valued by the university through a number of initiatives such as conferences showcasing student work. However, many of the teachers who fill those classes are part-time and do not receive recognition of their role in meeting the university's mission and vision for students. This is

reinforced by the fact that I am requested to confirm my schedule for fall semester classes along with other members of the faculty, but have no access to the internet or other basic resources of the university to plan classes during the summer term unless I teach during that session.
not directly
no
I do not feel that my academic freedom is threatened. I know of one faculty member who feels that she is limited by her gender (i.e., experiences oppression due to being female). This oppression has apparently resulted in the lack of advancement opportunities, and seeing the majority of leadership roles within the university being given to white males.
No, I have the freedom to teach the course material as I feel appropriate for the topic and students at that level
I personally do not feel that my Academic Freedom is threatened.
As a part-time faculty member, I am not really a citizen. I have no voting rights. If we think of citizenship in this political sense, you might call me a guest worker with a limited worker visa. As such, you could say that the definition of Academic Freedom described above does not apply to part-time faculty. Even if you have academic freedom in theory, theoretical academic freedom, even real academic freedom, means little if you can be dismissed from employment without cause. One of the challenges posed by the AAUP statement is the challenge of evaluating what is controversial and unrelated to the subject matter. Who defines relevance or controversy? For example, claims are made about dating and authorship of Biblical material within the academic that are quite controversial in some religious circles.
No.
Weak students who must master certain entry levels will blame the teacher if they don't. This will hit contingent faculty worse than tenure-track, regardless of why the students fail. Contingent faculty may have fewer campus resources available, and be subject to more arbitrary administrative hurdles, than tenure-track faculty.
No -- if anything, adjunct faculty are completely under the radar. I've always felt somewhat invisible while teaching as an adjunct, which is not meant to be a bad thing. No one interferes at all.
Sometimes, I feel that I should teach in accordance with what I am being taught by my graduate program; however, there would be no ramifications if I did not. (i.e. program philosophies, theoretical orientations, etc.)
No
I am paid to teach, not to do research. I am uneasy about consequences of independent thinking about teaching.
No.
yes
No
I have not experienced any threats but fully believe that I would be disciplined for speaking or writing as a citizen, particularly if I spoke pejoratively about the university and/or its administration.
Not that I know of.

No for the subjects that I teach.
No
No; I have complete autonomy in teaching the learning outcomes that I have developed.
not particularly, but perhaps that is because my own research has not annoyed anyone yet
no
not pre-imposed censorship of any kind, but contingent faculty have no institutional support. Controversy will most likely result in quick dismissal, without any recourse for the instructor.
no
no
no
That has not happened (yet).
As a part-time instructor, I have no guarantee of employment from one semester to the next. The possibility exists that if (for example) I say something negative about my department head, then he/she might not wish to employ me for future semesters.
no, not at all.
No, but sometimes "equal access" is hard to come by. I am Deaf and an ASL interpreter is not always available.
No.
No.
No
no
No
yes-
No.
No.
no

Statistic	Value
Total Responses	88

18. Do you feel that your non-tenure track position at your primary college or university marginalizes you in any way or manner?

Text Response

No.

Quite. I have no upward mobility in my current position.

yes. I feel that I am on a contract that must be renewed every 2 years. I feel more compelled to avoid controversy

I feel that I am not compensated like other educators.

Yes. Nothing tangible, but everyone knows that I'm only here for a year and thus don;t matter much in the overall scheme of things.

no.

Not really.

Not from a institutional perspective, no. Surely I have colleagues who make judgments about about my abilities as a result of position and not based on experience or skill set.

Yes. non-tenure track faculty are excluded from certain awards and opportunities.

Yes - it is likely that I will be given texts used by tenure track faculty and told they are best to use, asked to create a class in line with what tenture track faculty is doing - despite the fact that testing and student evaluations show that students prefer and are learning more in a more creative and interactive environment.

Yes. There still exists at JMU an urban myth that staff who hold full-time, 12-month administrative jobs are not eligible to be paid for teaching a class. The myth is just that, but that people still hold onto it says something about how people perceive part-time teaching and how cheap the institution can be at times.

Just slightly because tenure track faculty can sometimes see themselves as being more valuable to the university.

no

No, I have never felt that way.

I do not feel fully a part of the university experience, but that is mainly because this is not my primary job and my teaching hours at the university are not during the day.

No.

yes

Yes, it feel it does in many ways. My department is very good about giving us funding to go to conferences, providing us with offices (crowded and shared, but still offices), access to computers, printers, copiers, and any necessary office supplies. We are also invited to be part of departmental meetings and we are treated in a personable manner, much like full-time faculty. In spite of that, and of the fact that most of us can definitely "count on" appointments for future semesters, we are not really part of the system. We cannot serve in committees or have our voices heard or represented in any way. I also appreciate that JMU allows us to participate and

be compensated for CIT and CFI initiatives, except for a few that are only for full-time faculty. It is hard to pinpoint where we are marginalized because people at JMU are very good at "masking" the real condition of part-time faculty, since we are so "well-treated." I haven't felt exactly marginalized in the various CIT & CFI events I participated in, but the fact that we are all treated the same at these events makes the difference in certain aspects of our work (e.g. TT faculty have clear goals for their future as far as research and teaching are concerned, whereas we can plan and design new classes and do our best to become good faculty knowing that we could be "disposed off" at any time [not that we will] and that we are not compensated adequately for doing the SAME WORK or more that tenure track faculty does). I don't feel personally marginalized, but as a class of people, contingent faculty, we are definitely marginalized and exploited. I know of adjuncts who teach EIGHT classes a semester in my department. That is downright inhumane, and yet, it is allowed. It is common for adjunct faculty to teach five or six classes (and I know of at least one "full-time" non-tenure track faculty at this university whose load is 5/5).

yes

Of course there is a power differential between adjunct faculty and full-time faculty of all "ranks." Because of where I am in my education and career, my opportunity to teach at the graduate level is a blessing and a privilege for which I am very grateful. If I were to spend the next five+ years of my life as adjunct, I imagine my answer would change and I would have more to say about the experience of feeling marginalized and undervalued. But, given my circumstances, that is not presently the case.

Not really

I am regularly told that my opinion counts and that I have an equal voice in department matters, but the reality of it is that I usually get less than ideal teaching schedules and teach courses that other faculty don't want to teach.

YES. It makes me extremely cautious and oftentimes ingratiating to my colleagues or students. I am not fully myself at work because I have NO job security. I am very careful to always give above and beyond what is asked of me in hopes of looking "necessary," though I know this is simply not true.

I feel that the administration has little appreciation for my contributions and that fellow faculty members do not necessarily perceive me as an equal.

yes-- many tenure track faculty (who make more than 25,000 more than me per year) do not work much. I put in my teaching load as credits taught but I also receive teaching credit towards my administrative role-- so on top of teaching 3 courses, I also oversee several labs.

Of course. There is no protection from arbitrary decisions to not rehire.

No.

I think it's a balancing act: my primary institution welcomes me to participate in meetings and events but is careful about those invitations because I am not paid to do so. Since I have chosen to take the path of an adjunct, I understand this and participate when I can but do not feel obligated in any way.

no

At this institution, no. I have the same opportunities to participate in most departmental governance roles as tenure track faculty. Still, I desire to earn a tenure track position.

No

Since I have an MBA and not a doctoral degree, I am only worth half of the Ph.D. tenure-track professor compensation-wise. PQ faculty are expected to carry twice the courseload at half the pay. The point is to allow time for Ph.D.'s to conduct research, but we feel the pressure to research and consult as well. We are the work horses in the college. In the past, I have been excused from faculty meetings as a PQ faculty. That culture has changed in the last six years. I realize that I am working in an environment that places high value on the Ph.D. which is okay. In the business world, I can earn more money, because the value is placed on execution. I like teaching, so I have chosen to stay in this field for now.

Yes absolutely. I taught web design for the Graphic Design department for almost 8 years, and championed its inclusion as an integral part of a graphics design program. I worked hard for years to build a course that would be lauded by my peers in the professional world and would change their opinion of web design instruction in higher ed (its reputation among professional is very poor in general). My efforts were largely ignored and I was included in departmental activities in only the most trivial of ways. Last year they decided that my subject should indeed be an integral part of the curriculum, so I was let me go and replaced by an inexperienced full-time instructor just out of grad school. In short, once they thought the subject mattered, an adjunct was no longer good enough. The quality of instruction was never even part of the decision.

Yes. It makes me feel less "official". For example, students assume I don't have an advanced degree and refer to me by my first name.

No.

No

More difficult to have voice heard

No, not at all.

No.

No

It did, until I finally snagged a "Revolving Term Appointment" a couple of years ago. Before that, I was definitely on the margins--never sure if I'd be hired back, wondering whether my input mattered, etc. As for my history as a adjunct (going back a ways now), that was definitely relegating me to a second or third-class status.

No

Yes and no. 1. Yes. I feel like if I do anything wrong or if I'm perceived of doing something wrong (i.e., a student's parent complains about a grade), I don't have the "protection" of tenure and the university may not stand by me. 2. No. I feel like I don't care as much, because I am not striving for tenure, so I don't have to say and do everything "the right way." I feel like when one is trying to get tenure, there are many hoops one must jump through that are entirely unrelated to scholarship and teaching.

Because teaching is not my primary responsibility and the course I teach is considered by a lot of faculty to be "non-academic", I do feel marginalized by teaching faculty.

Yes. I have a full-time position as a "Renewable Term Appointment". I am expected to teach 12 credit hours per semester, publish as if I'm on a tenure track, and participate in scholarship activities as if I am tenure/tenure track. However, there is a disrespect from the academic

community and personnel within my department because "well, you're not tenured/tenure track". I get evaluated with the exact same criteria, yet don't have the label, or job security. Seems a little odd.....

I teach as much or more hours a week than full-time and tenure-track professors, but get paid only a third as much.

I don't think that my position marginalizes me. I am an accepted member of the department and can apply for promotion if I choose to. However, I am bothered by the many contradictory messages I've received from people in authority at the university. Those messages convey that I'm simultaneously important to the university and also easily replaced. Although it's never said in so many words, I often get the message, which, crudely put, says, 'You're doing a great job, but don't forget that you're a dime a dozen, and you should be glad you have a job.'

No.

no

I constantly am reminded of my status as a member of the adjunct faculty. While deeply grateful to be working in a position that allows me to learn and promote my discipline, it is clear that my position is marginal. I have no opportunity for advancement, little access to research opportunities, and am even unable to find out how many adjuncts are teaching at this institution. Meanwhile, I have inquired about advancement and been reminded that people are compensated below my current earnings. This year, I planned to work with a museum collection as the first step towards creating a class based on museum exhibits and community history, only to discover that the university changed the grant text so that funding could not go towards faculty salary. This is a project that I very much want to see come to fruition, but could not complete because of lack of funding. While I am grateful that my department gives me access to my own desk and other provisions, I know that will not continue to be the case. In upcoming changes to the building I am working in, all adjuncts will be located in one office. Given the number of adjuncts hired, space will be tight. In a similar trend, when applying to teach other classes, I am often required to give references beyond documenting my teaching experience at the institution while tenure-track faculty are exempt from the reference requirement.

Sometimes. I feel that I need to be more careful regarding what I say and how I say it. The tenured faculty in my department do have influence over the renewal of my contract - after the first 3 years and every 5th year after that, the tenured faculty in my department evaluate my performance (based on a review packet that I submit) and make a recommendation to the department head regarding the renewal of my contract. I do feel that I need to watch what I do and say so the tenured faculty in my department will support the renewal of my contract. Since I never will get tenure, I have to continually prove that I should keep my job.

not feeling as connected to the psychology faculty as a group - I haven't even met most of them

Nope.

There are fewer opportunities available to non-tenure track positions such as honors for outstanding teaching, service etc. There is also a lower value placed on the services performed by non-tenure track positions. Faculty in tenure track positions generally present a superior attitude (of greater importance) to non-tenure track faculty.

No, I do not feel that my non-tenure track position marginalizes me in any way.

Yes, in many ways non-tenure track faculty are marginalized- poor pay, no access to health

insurance, limited access to retirement benefits, etc. If we have office space, we likely share it with others. If we have computer equipment, it is often older. There are other examples of privileges given to full-time tenured faculty not given to contingent faculty that I could outline. Poor pay not only marginalizes me in the context of my primary college, it also puts practical limits on my ability to participate in professional organizations, travel to conferences, etc.

No.

Certainly. The most galling (apart from the really low pay) is to have students in evaluations answer the question "Is your teacher qualified in this subject area" which is totally inappropriate. Another annoyance is paperwork problems (staff not submitting part-timers forms on time, having to re-interview with personnel frequently, losing your campus email and access if not teaching next semester, etc).

I never thought about it, but no, I don't think so.

I feel that the students do not take me as seriously as their other professors. I am a graduate student, 27 years old, and I feel that they try to get away with things that they wouldn't in other classes. I frequently tell my students though that I am in my 9th year of college and I think this gets their attention. I did not have this problem at Radford though when I taught there, which is interesting.

I have heard a few comments by colleagues who do not believe that part-time faculty have the abilities and knowledge that a tenure track faculty member has even though the part-time person has a masters' degree in education and an additional masters' degree as an educator in that specific discipline.

Yes, very much so. I am completely expendable. If I fail weak students who then complain, I will be replaced.

No.

yes

There is an underlying feeling that we don't have the same level of academic expertise. (At the same time we often feel some tenure-track faculty don't have any practical experience.)

No, I am fully aware of the limitations and benefits of my job. The fact that tenure-track and tenured faculty earn a great deal more for the same work with poorer results than mine is galling, but it is what it is. They are more qualified academically and I did (and do) always have the option of earning a PhD, like them.

Not really.

No. I actually feel like I have more freedom.

Yes, I do not feel as respected in my department as other members who have a tenure-track position, even though we have the same level of education and degree.

Not really; I am a full-time Administrative & Professional (AP) staff member not seeking tenure.

well, of course it does. There's no more hierarchy-sensitive group than university faculty. My own department is very collegial overall, but I have no doubt that the tenure-track faculty view themselves as both more essential and, in any significant discussion, as the voices which should be heard first.

yes

My non-tenure track position marginalizes me in every way and manner. The only place it does

not typically is in my classroom, which is the most important thing to my mind. There are no restrictions on my choice of books/materials/subjects. But I share office with four people, don't get cc'ed on all department communications, have no voting voice or non-voting rights to be present in departmental meetings, have only semester-length contracts, no benefits, no promise of continuing employment, no raises. Department members are friendly and collegial to some extent, however.
no
not within my department - my colleagues value my contributions. less respected outside my department, particularly in areas where my work is less known
yes
SURE IT DOES.
Yes. There is no job security. There is no standard review process for teaching aside from the usual student evaluations, but there is no peer or departmental head review. There is no way to obtain a raise or promotion. The pay is inadequate considering the number of hours put into teaching the courses, especially if one is developing a new course or updating an older one. I don't usually attend departmental events such as picnics or parties because I feel that I'm not really a member of the faculty, despite my title.
no, on the contrary I have been made to feel very much a part of the faculty.
No!
No.
No. I think it is a great opportunity for me personally and professionally. I was glad I was able to teach.
Yes, but my situation is complicated by the fact that I'm on staff. So I'm already marginalized.
I feel value by the professor I teach with but the rest of the department--have no clue
Yes
yes- the idea that they can get rid of me at any times is disconcerting when I have responsibility to feed a family
No, but I feel that there isn't enough awareness of the "special considerations" for adjunct/part-time faculty in terms of professional development.
No. The coordinator of the program and other faculty members recognize my contributions to the department. I also don't have the qualifications and credentials that the tenure track faculty have.
no

Statistic	Value
Total Responses	89

19. Do you feel that being employed in state that prohibits collective bargaining (unionization for employment benefits) limits your academic freedom or advocacy in your job security?

Text Response
No.
Not applicable. I receive no benefits etc. as a part-time instructor.
yes
Yes
Yes, although VA is much better than TX (where I got my PhD) in that regard.
yes.
Not really, not in my case.
Not yet.
No
somewhat - only in the sense that collective -bargaining may allow for a more regular contract.
No. I think it enhances my job security.
I do not
no
No, but then I have never been front in center regarding an issue that might put me in the crosshairs (ex: participating in Occupy Wall Street, a pro-choice rally, etc). If my job was threatened because of exercising my rights to freedom of speech, religion, etc, I might feel differently.
No.
No.
no
Most definitely! I was not aware of that, actually, and I feel pretty shocked and upset learning this about his state. I have no job security whatsoever and I feel afraid of speaking about this with other colleagues (which I have done, closing doors, etc. That's how I found out about people teaching 8 classes). Now that I know that the state prohibits collective bargaining, I understand why such heavy-loading of contingent faculty is done and allowed -- since there is no regulation. I also feel like my academic freedom and freedom of expression in an university setting are strongly undermined and limited by this particular law. Thanks for letting me know about it.
yes
Not at this time. Though as I wrote previously, my circumstances are unusual
Not at the current time
No
YES. I work a zillion hours for very little pay. This would be acceptable to me if I had two very

tiny compensations: a year-long contract (rather than semester-long contract) and health insurance. How are people supposed to start families and build a life within the university community if they can't depend on their job?

Freedom or advocacy, no. Decent benefits, yes.

yes

check your grammar!!! Yes, with respect to the contingent faculty compensation.

No.

I always think a lack of collective bargaining is a problem. There is no chance to negotiate for a better salary so I get paid what I get offered.

no

No. I left my previous institution because internal politics within the faculty union negatively affected my ability to advance in my position. (I was tenured). Unionization at my previous institution negatively impacted my academic freedom. I do not feel the same limitations at JMU in this non-union university.

No

The state has great employee benefits and stability of employment. Any extra dollars for compensation are funneled to new faculty or Ph.D. faculty, not non-tenure track. The lack of a pay increase for the last five years, leading to the current salary inversion, is creating inequities and frustration. As a Center Director, my greatest frustration is working with the myriad of red tape to use funds for research, educational opportunities and professional development. I have to spend personal funds to conduct Center business and then request reimbursement. I don't make enough to provide cash flow to a college center.

Not really.

No.

No.

Yes. I do not normally support unionization.

No

No!

No.

No

If I were an adjunct still, I'd definitely think so. And, in general, I'd say that "Right-to-Work" states, like Virginia, privilege corporate entities at the expense of the less powerful. In other words, to quote The Band's song "King Harvest" (1969), "I'm a union man, all the way."

No

I do not.

no

no, my academic freedom is more limited by the required competencies I must teach in my courses to maintain my program's accreditation standards.

I don't really have any ability to request a pay increase, because the wage is set and non-negotiable.

Yes, I do.
No.
no
Yes. I have often thought about organizing an event where all contingent faculty would meet in the heart of campus to show students how many of their teachers are not in a tenure-track position.
yes.
I hadn't ever thought about it - but it makes sense that we should be allowed to speak up for our rights.
Absolutely - and not just in academia. The barriers to unionization affects all professions. My wife is a teacher, and my main job is as a mental health counselor. We both feel that our "voice" as an employee is reduced in power due to the lack of collective bargaining.
No
I do not feel that being employed in a stat that prohibits collective bargaining limits my academic freedom or advocacy in my job security.
I would not say that it limits academic freedom directly, but indirectly it does as I outlined above. It clearly limits the ability to advocate for job security. Academic freedom does not offer extensions to legal freedom of expression laws. As a citizen of the United States, I am already protected by the first amendment. Academic freedom is intended to protect academic employment. If you have no job security, as described above, then a right to academic freedom, even if you have it theoretically, means little.
No.
No basis to evaluate this.
no
Yes.
It may be limiting my job security.
I don't know.
No.
yes
No. Having a 3-year revolving contract provides some security.
No.
No, I would not want to work in any other kind of state.
No.
yes
So far it has not had an impact.
Probably. University administrators and tenured faculty would feel quite threatened if my class of faculty possessed collective bargaining power.
no
It limits my job security and my advocacy of same-- I'm sure that to some extent that

jeopardizes my academic freedom, but honestly, I haven't much noticed that.
no
no
no
YES.
Given the circumstances of part-time employment, I don't think that any improvement in job security is possible.
yes, of course.
I did when I taught High school 1973 - 2003. Not now, though as I'm retired.
No.
No.
Maybe... I really don't know.
no
Yes
not sure
The lack of such body would seem to, but to be honest I had not really considered it to this day as many of the issues, e.g., benefits, are something that I enjoy through my FT position.
I can't really speak to this matter with complete authority, but I would have to say no.
probably

Statistic	Value
Total Responses	89

20. If collective bargaining were permitted, what specific things would you advocate for?

Text Response

A standard of living-based pay raise, as it's been over 4 years since the last such raise.

N/A

more tenure track positions more educational leave to persue doctoral studies to further my career to be able to move into a tenure track position

Fair wages

job security. Even making Visiting Assistant Professors two years rather than one would be a significant improvement.

more pay. longer contract. a voice in the curriculum.

Not sure.

I am not sure.

I would not want collective bargaining.

More regular (yearly or multi-year contracts) rather than negotiating a contract every semester which is difficult for a family to plan a budget around.

Tuition waivers for immediate family (Spouse, children)

incentive pay/bonus pay

I don't know.

n/a

Would not want to bargain collectively.

i don't know

I would advocate for benefits (health insurance and retirement plan), first and foremost, career advancement plan, fair pay for same work performed, some kind of mechanism that allowed fair pay without overloading instructors with 8 classes, for example.

health insurance

I'm not too sure

Certainly better pay. Also, being treated exactly like all other faculty members.

Health insurance -- first and foremost, or at least the ability for adjuncts to buy into the faculty health plan. Second -- year-long contracts, rather than semester-long contracts. Third -- adequate office space.

Higher salary. Tuition benefits for self and family. Path to permanent non-tenured status.

do away with tenure make all the rules the same for everyone (why would a PhD get less classes to teach if those of us who are not PhD still have to do publications etc....?)

Better pay!!! The imbalance between contingent and tenure-track faculty pay is ridiculous. It is exploitation.

None.

Better salary. Since I don't cost the institution anything in terms of fringe benefits such as health care or retirement, I would think I could get paid better. I am constantly told that I am really helping out the professors by being willing to teach but have not had any kind of raise for a long time.
that individual faculty members NOT be required to join a collective bargaining unit
Equal governance opportunities, equal teaching load opportunities
Nothing. I wouldn't participate in collective bargaining. If I don't like the deal I'm offered, I'll ask for better. If I don't get something reasonable, I'll leave. Actually, I feel it is my position as adjunct faculty that gives me this freedom; this isn't my primary source of income and I can live without it.
Nothing in mind
Probably not.
Higher salary for my overall job. It is unbelievable how little I am paid, considering my experience and level of education.
Supporting the nationality in which they live first, their own beliefs are regarded as secondary.
I believe that collective bargaining has no place in education.
Better compensation per course.
Medical benefits
Benefits for parttime/adjunct faculty. Not to mention a living wage. \$2500 per course, which is what part-timers have been getting in our department, is beyond insulting. It makes a mockery of education, demonstrating that universities care more about Business, about the "bottom line," than they do EDUCATION.
I can't think of anything at this moment, actually.
Different assessment/evaluation tools and expectations when compared to the tenure track faculty. Make it more clear. There was a more clear difference 5 years ago, but now, the expectations are the same, without the same benefits.
Higher wages for part-time faculty! The school cannot function without part-time employees, and they should be compensated fairly for the amount of work that they do.
A more equitable salary for people with seniority and a proven track-record. Right now, what you do matters less than when you were hired.
I would not join a collective bargaining agreement.
work load for adjuncts. They should become full-time.
1) A contract which allows contingent faculty access to university facilities and resources during the summer if scheduled to teach in the following school year. 2) Provisions (such as grants) for contingent faculty to be compensated for programs developed beyond their classroom responsibilities and forward the mission of the department or university. A goal like this would require strict definition and would likely receive a lot of criticism. 3) A publicly available statement of the contributions and statistics for part-time faculty. This would have two functions. First, universities and the state could no longer obscure those numbers. Second, publishing those records would force a public debate about the relevancy of tenure and the steps necessary if tenure is, in fact, going to be ultimately eliminated through the continued change in hiring practices. This is also a state-level discussion about the treatment of part-time

employees. I doubt this step will happen any time soon, but it is worth talking about.

The evaluation process is very unequal. I have to put together a packet and go through a very detailed process (as described above), but I know other RTA's who are simply told by their department head if they will be renewed or not, based solely on the opinion of the department head. Hopefully this is based on some evidence regarding the performance of the individual being evaluated, but often it is not. There is really nothing that we can do if the department head decides not to renew our contract. In some instances, this is not based on teaching/service/research but is based on the preferences of the person who is serving as department head. A more equal evaluation process and an appeal process would be specific things I would advocate for.

Higher per course wages, domestic partner benefits

I am not as familiar with university culture, so probably nothing related to teaching at JMU. In my work as counselor, I would advocate for increased maternity leave. The low amount of leave given to women is scandalous.

Academic/educational advancement.

I am fairly happy in the position that I am currently in, so I do not think I would advocate for much of anything.

In the current arrangement, a part-time designation is not a designation based on course load, but on contract type. As such, it is a misleading designation. Most of the semesters I have taught at JMU I have taught the equivalent of a full course load for my department, or greater than a full course load. A one-year full-time contract contingent hire would make substantially more than I make for teaching the same course load. To make what a one year contingent hire made about ten years ago (last numbers I know with confidence) I would need to teach about 14 classes a year and even then I would not have access to health insurance or retirement benefits. I would advocate for improved pay and access to health and retirement benefits. Access to such benefits should be pro-rated based on some reasonable definition of a full-time teaching load. As contingent-faculty are not typically expected to carry research loads (even though they may be pursuing research), I would say that it is not unreasonable to have higher course load requirements for teaching positions with no research expectations or requirements.

Better health care and annual wage increases

Not sure at this time.

higher pay for adjuncts. the pay really stinks.

I think that students who spend just as much time or more in positions working for the university (conducting therapy in clinics, assessments in clinics, teaching courses, and working as Teaching Assistants) should be allowed to have faculty and staff parking privileges EVEN if they carry Full-time student statuses as well. It is not my fault I work all the time.

Apart from negotiating for decent pay, address bureaucratic hassles targeting part-timers, such as careless willful delays in filing paperwork, unreliable availability of resources, having to be re-interviewed in an arbitrary manner, and other ways staff makes us feel we are nobodies.

Clear information about non-tenure track faculty responsibilities and duties and information about the nature of the contracts for non-tenure track faculty.



benefits

Pay

None, I do not favor unionization.
I would view that as a step backward. I would not want to participate in any way.
More money for adjunct faculty, and some benefits associated with the position.
I'm not sure collective bargaining is very effective where it is currently practiced.
more competitive salary
better retirement options,increased medical insurance coverage through retirement, part-time instructors should be credited with teaching time to be added in addition to their full-time staff position in counting time in the VRS
Wage increases, health and retirement benefits, contracts, research support.
being able to work from home
higher salary
Better pay.
I would advocate for regular peer review and some type of structure whereby raises could be considered. I haven't had a raise for 11 years.
better wages
Free parking. Reimbursement for materials paid for out of my own pocket.
I would not participate in union activities.
Because this was a graduate assistantship, there was no opportunity for negotiating a contract.
unknown
There should be equitable treatment (salary, office assignment, course load, class schedule) for people with the same credentials who are performing the same functions.
job security
As above, more consideration for professional development. I view the position as a stepping stone to a FT position.
Perhaps stricter laws on the work loads that colleges can give part-time faculty. Some faculty members have 4 preps.
don't know

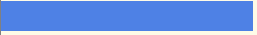

Statistic	Value
Total Responses	79

21. I feel I would benefit from an on-campus group specifically for non-tenure track faculty members.

#	Answer		Response	%
1	Yes		48	53%
2	No		42	47%
	Total		90	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.47
Variance	0.25
Standard Deviation	0.50
Total Responses	90

22. I would join said group if it were created.

#	Answer		Response	%
1	Yes		46	53%
2	No		41	47%
	Total		87	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.47
Variance	0.25
Standard Deviation	0.50
Total Responses	87

23. Do you have any additional comments about Collective Bargaining, Academic Freedom, or Contingent Faculty?

Text Response

No.

It would be nice to feel more appreciated as a part-time instructor. I do the same work that tenured professors do, I just get paid less and worked more.

no

No

I wonder whether this is a problem that can be fixed. As schools can get by with just adjuncts and lecturers, and as they're so much cheaper than tenure-track faculty, and as the university has become an industry serving customers rather than an intellectual community training young minds to be active citizens, I don't see a fix. I figure I'll get on tenure-track at some point, somewhere, but I do wonder what will happen to people who go on the market a decade from now.

No.

I said yes to joining but the answer is probably more of a maybe. It would depend on the make-up, nature and goals of the group. Also dependent on if joining said group might put my job security in jeopardy.

I think the university has a big problem in how they treat part-time faculty that do not also work in another role in the university. As a full-time faculty member, even though non-tenure track, I have benefits and rights that are not afforded to the part-time faculty. I think that any faculty member that is teaching 9-12+ hours per semester should be treated as full-time albeit temporary faculty.

The reason I would not join a group for non-tenure track faculty members is because this WOULD make us feel more different than we are. I like being treated the same as tenure-track faculty in meetings, etc. I dislike the fact that I have no way to increase my salary (as I would in a tenure-track position). This is very frustrating - no matter how hard I work and how many improvements I make in my teaching, service and research, my position and pay never change.

I answered no to the last two questions because "maybe" was not a choice. I'd have to know more about such a group, its purpose, goals, etc, before making that decision.

no

No.

no

Contingent faculty's academic freedom is definitely curtailed by the prohibition to enact collective bargaining. This also undermines our freedom to express our grievances to the university because we could be accused of trying to organize and bargain.

no

no

No

Full-time faculty seem embarrassed about the adjunct situation, but they are not doing anything

about it. Meanwhile, those of us who are adjuncts have no ability to do anything about it. Given their academic freedom, tenured faculty need to take a stand on behalf of those of us who are adjuncts and advocate for our rights as adjunct faculty. We shouldn't be treated as 2nd class citizens just because we entered the job market as the economy was tanking whereas tenured faculty got in the game much earlier. Lots of them would be in our position (or worse) if they were on the job market post-2008.

I don't feel my academic freedom is threatened in any way and I fully accept the responsibility outlined in the AAUP's very good statement. I don't see Collective Bargaining ever becoming a reality in Virginia. I detest the exploitative and poorly remunerated adjunct system and every semester I wish I could afford to make a stand against it by opting out...but I do need the income (poor as it may be) and the continued professional affiliation.

No.

As institutions increasingly rely on contingent faculty, I think they need to find more funds for payment. I know my primary institution would probably like to do so but since there's no real incentive related to collective bargaining, they are not forced to address the issue. Alternatively, they could consider paying for me to attend meetings and participate in initiatives.

I generally agree with the intentions of unionization, but my personal experience is that its implementation in academia is flawed and detrimental to the quality of instruction and equal opportunities for all faculty members.

Some faculty cross the ethical boundaries of academic freedom by conducting personal business for profit from their work with students or within their field of research and often from their university offices. I have experienced more frustration with the good-ole-boy system than the state system. I hope it is changing.

I can say that I have started teaching in a different department this semester and the experience has been the exact opposite, which has both negative and positive aspects. I feel like I have very little academic freedom, but that also speaks to the level of quality they expect from the course.

The biggest problem, which is not with contingent faculty alone, is salary inversion. I have been teaching for 15 years, and the university hires people at my rank with no experience, and pays they 10% more.

I would love to join a group to learn more about the operations of the University. In the past, there have been some, but they meet during the normal work day. As a part-timer, I work at another job during the normal work day. It would be helpful if meetings could be in the evenings or weekends.

You said, "group" above but I read it as "collective bargaining group"...I would not join one because I think they are a bad idea. I may join another type of adjunct faculty group.

No

I answered "no" to the last two questions because they no longer apply to me (see the context of my other responses). But IF I were still an insecure adjunct, I'd definitely answer "yes."

I don't have real opinions about collective bargaining. I probably have not been at the university long enough to have an opinion. I believe the statements on academic freedom are fair.

no

no

Thank you for creating this survey and making this topic part of your research. I have heard so

many debates in speaking with other contingent faculty and it is truly time to start making gradual, positive changes. We hold dear the concepts of community interaction and responsibility; it is time that we embody those ideas as a united faculty by fully recognizing all of the roles and experiences within our diverse university.

Nope.

I feel that the discrepancy (gap) between tenure track and non-tenure track positions has increased more recently as tenure track faculty have greater research and funding demands/requirements. Tenure track faculty have less time to commit to quality teaching.

Trends are toward increasing use of contingent faculty. The current system creates a segregated academic community and increasingly relies on an intrinsically motivated contingent faculty population willing to work with little in the way of institutional support or recognition. With all due respect, I received more support and recognition as a graduate student than I do as an instructor. The nature of the segregation also sends a message about just how much teaching faculty are valued. Given budget constraints, I understand the attractiveness of contingent faculty. We are "just in time" faculty who cost much less than full-time faculty. At JMU, all of my classes have been general education classes. Given the extent to which the general education curriculum relies on contingent faculty, I find it hard to believe that JMU truly values the general education curriculum. As a part-time faculty member I have a fairly decent barometer for assessing what JMU values. If I can do it, or access it, it is probably not perceived to be of high-value. For example, it is possible for me to teach general education courses outside of my area of expertise, but it is not possible for me to teach upper level classes that are. The academy is at a crossroads. Current trends of tuition increases, increasing student debt levels, and increasing use of contingent faculty are unsustainable if we wish to maintain access and quality. Thank you for the survey.

A group created solely for contingent faculty members might just marginalize them even more.

No

I thought as a teaching fellow at Radford University and I actually feel that I have been given much more freedom here to teach what I want. My curriculum was much more circumscribed there; at JMU I feel that I teach what I want.

A group just for part-timers would isolate them even further.

None

I prefer to represent myself.

Adjunct and contingent faculty -- including staff members who also teach -- is a fact of life for higher education in the 21st century. Collective bargaining only works if the needs and goals of the faculty are aligned with the goals of the institution. Academic freedom continues to be important and should be respected by the institution, regardless of the challenges it faces from beyond the academy,

You call it contingent, we have also been called adjunct faculty, instructors, adjunct instructors, part-time faculty, part-time instructors.....- it would be nice if a name was agreed upon!

I'm not sure that an on-campus group of non-tenure faculty members would have much benefit, and might pose some risk to those involved, esp. should they advocate exploration of ways to improve conditions. Nonetheless, it would be interesting to participate. Earlier endeavors, such as the "part-time newsletter" have been fairly minimal.

no
no
Not sure about joining a non-tenure track group. What is in it for me? How would I be compensated for my involvement? There is already a "part-times" and "symposium" which I stopped attending because it mostly was not worth my time.
I am very pro union.
No.
I think this is interesting information. I hope to continue to teach part-time at other universities when I finish graduate school. But I know they typically have a set amount per credit hour that they pay and so far I haven't had an issue with this. It will not be my primary source of income.
none
An on-campus group for non-tenure track faculty members would not improve the situation, since we still would have no voice. We knew the situation when we signed on.
no
I am a retired professor who I don't have the same worries that other part-time faculty have who are trying to make a living through part-time teaching.

Statistic	Value
Total Responses	55

Appendix C: IRB Approval

<i>Expedited</i>	James Madison University HUMAN RESEARCH REVIEW REQUEST	<i>Expedited</i>
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Investigators: This form is required for Expedited review for all JMU research involving human subjects. If you are eligible for an exemption request, please use the alternate forms at: http://www.jmu.edu/sponsprog/irb/irbExemptionRequest.doc http://www.jmu.edu/sponsprog/irb/irbFullBoardRequest.doc	FOR IRB USE ONLY: Protocol Number: IRB- _____ Received: _____ <div style="float: right; text-align: right;"> 1st Review: _____ 2nd Review: _____ 3rd Review: _____ </div>
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Reviewer: _____ Reviewer: _____ Reviewer: _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Exempt	Date: _____ Date: _____ Date: _____
--	---	---

External Funding:	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	If YES, Sponsor(s): _____
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Project Title:	Academic Freedom & Contingent Faculty		
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Project Dates: <small>(Not to exceed 1 yr minus 1 day)</small>	From: 01/9/12 MM/DD/YY	To: 12/31/12 MM/DD/YY	Minimum Number of Participants 35 Maximum Number of Participants 100
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Responsible Researcher(s):	D. Austin Bingler	Department:	Center for Faculty Innovation
E-mail:	bingleda@jmu.edu	Address	_____
Telephone:	540.568.4846	(MSC):	4603

Please select:	Visiting <input type="checkbox"/> Faculty	Adjunct <input type="checkbox"/> Faculty	Research <input type="checkbox"/> Associate	Administrator/ <input checked="" type="checkbox"/> Staff Member	Undergrad <input type="checkbox"/> Student	Graduate <input checked="" type="checkbox"/> Student
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(if Applicable):

Research Advisor:	Diane Wilcox, Ph.D.	Department:	Learning, Technology, & Leadership Education
E-mail:	wilcoxdm@jmu.edu	Address	_____
Telephone:	540.568.6707	(MSC):	6913

Investigator: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission.

1. ☒ **YES** ☐ **NO** Does the James Madison University Institutional Review Board define the project as **research**?

The James Madison University IRB defines "research" as a "systematic investigation designed to develop or contribute to *generalizable knowledge*." All research involving human participants conducted by James Madison University faculty, staff, and students is subject to IRB review.

2. ☒ **YES** ☐ **NO** Are the human participants in your study **living** individuals?

"Individuals whose physiologic or behavioral characteristics and responses are the object of study in a research project. Under the federal regulations, human subjects are defined as: living individual(s) about whom an investigator conducting research obtains:

(1) data through intervention or interaction with the individual; or (2) identifiable private information."

3. ☒ **YES** ☐ **NO** Will you obtain data through **intervention** or **interaction** with these individuals?

"Intervention" includes both physical procedures by which data are gathered (e.g., measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between the investigator and participant (e.g., surveying or interviewing).

4. ☐ **YES** ☒ **NO** Will you obtain **identifiable private information** about these individuals?

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (e.g., a medical record or student record). "Identifiable" means that the identity of the participant may be ascertained by the investigator or associated with the information (e.g., by name, code number, pattern of answers, etc.).

5. ☐ **YES** ☒ **NO** Does the study present **more than minimal risk** to the participants?

"Minimal risk" means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

CERTIFICATIONS:

For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, **all** research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Sponsored Programs maintains a roster of all researchers who have completed training within the past three years.

Test module at OSP website <http://www.jmu.edu/sponsprog/irb/irbtraining.html>

Name of Researcher(s)	Training Completion Date
D. Austin Bingler	9/19/10
Diane M. Wilcox	1/7/12

For additional training interests visit the National Institutes of Health Web Tutorial at:
<http://cme.nci.nih.gov/>

By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in

conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.

_____ Principal Investigator Signature	_____ Date
_____ Principal Investigator Signature	_____ Date
_____ Principal Investigator Signature	_____ Date
_____ Principal Investigator Signature	_____ Date
_____ Faculty Advisor Signature	_____ Date

Submit an electronic version of your **ENTIRE** protocol to jmu_grants@jmu.edu.

Provide a **SIGNED** hard copy of the Research Review Request Form to:

Office of Sponsored Programs, MSC 5728, James Madison Administrative Complex, Bldg #6, Suite

Purpose and Objectives:

The literature regarding satisfaction pertaining to academic freedom and contingent faculty presents a gap when addressing contingent faculty in a state that prohibits collective bargaining. When addressing contingent faculty, organizations such as the American Association of University Professors (2010), have identified a deficiency in contingent faculty satisfaction in issues related to academic freedom. The purpose of this thesis research will be to identify and measure the qualitative characteristics of contingent faculty and their perception of professional and personal academic freedom at this university [possibly other local universities and colleges if needed]. From the data collected, the graduate researcher will identify specific characteristics of contingent faculty and their perceptions of personal and professional academic freedom in a state that prohibits collective bargaining. Upon completion of the analysis, the researcher will consult with the Center for Faculty Innovation (CFI) to recommend programs and/or services that may potentially benefit these contingent faculty members.

American Association of University Professors. (2010). *Policy Documents & Reports*. Baltimore, Maryland: John Hopkins University Press.

Procedures/Research Design/Methodology/Timeframe:

The procedure for collecting data will be simple surveying through Qualtrics. The researcher has a personal Qualtrics account through the Learning Technology and Leadership Education department. The researcher will blast email the entire campus to distribute this survey, as contingent faculty members are in various locations throughout the campus including, but not limited to, undergraduates, graduate students, full, part-time, and adjunct faculty, and staff members. Qualtrics is a confidential survey tool that will provide minimal to no risk of identification to those whom it is administered. The survey questions have no perceived identifiers. All participants will be at least 18 years of age. Participation is voluntary. Participants can withdraw at any time without consequences of any kind. However, once their responses have been obtained and anonymously recorded they will not be able to withdraw from the study.

The survey will be open for two weeks. After the survey is closed, the analysis should not take longer than two to four weeks to complete. Research will begin pending IRB approval and end December 31, 2012.

Data Analysis:

Responses from the survey will only be accessible to the researcher as well as the faculty advisor. Open-ended responses will be coded and analyzed using NVIVO9 to ascertain common themes within the qualitative data. In addition, the quantitative data will be analyzed through Excel. From these analyses, the researcher hopes to identify the characteristics and perceptions of academic freedom of contingent faculty at James Madison University [and possibly other local colleges and universities if needed]. Also, the researcher will inform the CFI of potential programs that may be worth development to better serve the contingent faculty members of this university. Through this research, the CFI will better understand the characteristics of contingent faculty and can create services as deemed necessary. The data will be stored on a password protected cloud drive only accessible to the researcher.

Reporting Procedures:

The primary reporting procedure for this data will be a thesis manuscript for the completion of a Masters of Science in Education for the Adult Human Resources Development program and The Graduate School at James Madison University. The target audience for this thesis would be the graduate committee from The Graduate School as well as the committee from the Adult Human Resource Development graduate program. All results will be reported on aggregate in any form of publication or report as mentioned above.

Experience of the researcher (and advisor, if student):

The researcher has taken undergraduate and graduate courses on proper research methods within the social science fields (SOC 300 & 480, AHRD 630). The researcher has received proper IRB certification through JMU in September 2010. The faculty advisor has conducted research using human subjects and surveys and has presented/published in prior venues.

“Web” / “Email” Consent to Participate in Research (confidential research)**Identification of Investigators & Purpose of Study**

You are being asked to participate in a research study conducted by D. Austin Bingler, a graduate student from James Madison University. The purpose of this study is to identify the characteristics of contingent faculty while employed in a state that prohibits collective bargaining. This study will contribute to the literature to provide quality understanding of what it means to be academically free in states that prohibit collective bargaining. This research serves as a degree completion in the Masters of Science in Education for the Adult Human Resource Development program at James Madison University.

Research Procedures

This study consists of an online survey. The survey will be administered to individual participants through *Qualtrics (an online survey tool)*. You will be asked to provide answers to a series of questions related to contingent faculty and their perception of personal and professional academic freedom. Should you decide to participate in this confidential research you may access the anonymous survey by following the web link located under the “Giving of Consent” section.

Time Required

Participation in this study will require 10-20 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study.

Benefits

Potential benefits from participation in this study include; the development of programs and services to aid in the development of academic freedom and contingent faculty and a better qualitative understanding of how contingent faculty perceive academic freedom professionally and personally.

Confidentiality

The results of this research will be presented in thesis manuscript. While individual responses are anonymously obtained and recorded online through Qualtrics (*a secure online survey tool*), data is kept in the strictest confidence. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final

form of this study. Aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

D. Austin Bingler
AHRD Graduate Student
James Madison University
Telephone: (540) 568-4846
bingleda@jmu.edu

OR

Diane Wilcox, Ph.D.
Learning Technology &
Leadership Education
James Madison University
Telephone: (540) 568-6707
wilcoxdm@jmu.edu

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. The investigator provided me with a copy of this form through email. I certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous online survey, I am consenting to participate in this research.

http://jmu.qualtrics.com/SE/?SID=SV_9AZsY89lpjy0bfm

Survey questions: http://jmu.qualtrics.com/SE/?SID=SV_9AZsY89lpjy0bfm

Academic Freedom and Contingent Faculty

Q1 “Web” Consent to Participate in Research (confidential research)

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by D. Austin Bingler, a graduate student from James Madison University. The purpose of this study is to identify the characteristics of contingent faculty while employed in a state that prohibits collective bargaining. This study will contribute to the literature to provide quality understanding of what it means to be academically free in states that prohibit collective bargaining. This research serves as a degree completion in the Masters of Science in Education for the Adult Human Resource Development program at James Madison University.

Research Procedures

This study consists of an online survey. The survey will be administered to individual participants through Qualtrics (an online survey tool). You will be asked to provide answers to a series of questions related to contingent faculty and their perception of personal and professional academic freedom. Should you decide to participate in this confidential research you may access the anonymous survey by following the web link located under the “Giving of Consent” section.

Time Required

Participation in this study will require 10-20 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study.

Benefits

Potential benefits from participation in this study include; the development of programs and services to aid in the development of academic freedom and contingent faculty and a better qualitative understanding of how contingent faculty perceive academic freedom professionally and personally.

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Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

D. Austin Bingler

OR

Diane Wilcox, Ph.D.

AHRD Graduate Student
Education

Learning Technology & Leadership

James Madison University

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Questions about Your Rights as a Research Subject Dr. David Cockley
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Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. The investigator provided me with a copy of this form through email. I certify that I am at least 18 years of age. By choosing "yes" below, and completing and submitting this anonymous online survey, I am consenting to participate in this research.

Q2 I give my consent to participate in this research:

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q4 I teach at least one or more course(s) at my primary college or university:

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q3 What is your primary status at your primary college or university:

- ☐ Tenure Track Faculty (1)
- ☐ Non-Tenure Track Full-Time Faculty (2)
- ☐ Part-Time Faculty (3)
- ☐ Adjunct Faculty (4)
- ☐ Full-Time Staff (5)
- ☐ Part-Time Staff (6)
- ☐ Graduate Assistant (7)
- ☐ Undergraduate Assistant (8)
- ☐ Other (please explain and or identify) (9) _____

If Tenure Track Faculty Is Selected, Then Skip To End of Survey

Q25 In which subjects do you teach?

Q20 Gender Identity:

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3) _____

Q22 Age:

- ☒ 18-19
- ☐ 20-29 (2)
- ☐ 30-39 (3)
- ☐ 40-49 (4)
- ☐ 50-59 (5)
- ☐ 60-69 (6)
- ☐ 70-79 (7)
- ☐ 80-89 (8)
- ☐ 90 or older (9)

Q5 How are you paid at your primary college or university?

- ☐ I earn an annual salary. (1)
- ☐ I am paid an hourly wage. (2)
- ☐ I am paid per course. (3)
- ☐ Other (please explain) (4) _____

Answer If How are you paid at your primary college or university? I earn a yearly salary. Is Selected

Q6 How much do you earn annually?

Answer If How are you paid at your primary college or university? I am paid an hourly wage. Is Selected

Q7 How much are you paid per hour?

Answer If How are you paid at your primary college or university? I am paid per course. Is Selected

Q8 How much are you paid per course?

Answer If How are you paid at your primary college or university? Other (please explain) Is Selected

Q9 How much are you paid?

Q26 The compensation for the course(s) I teach is my primary source of income.

- ☐ Yes (1)
- ☐ No (2)

Q10 How many credit hours did you teach during the Fall 2011 semester?

_____ (please slide the marker to the number of credit hours taught) (1)

Q12 How many credit hours are you teaching during the Spring 2012 semester?
 _____ (please slide the marker to the number of credit hours taught) (1)

Q11 I am familiar with the American Association of University Professors definition of Academic Freedom. (definition will be provided on the next page)

- ☐ Yes (1)
- ☐ No (2)

Q13 AAUP Statement of Principles on Academic Freedom and Tenure (open this link in a new tab to refer back to if needed):

(<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>)

Academic Freedom

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Source: American Association of University Professors. (n.d.) 1940 Statement of Principles on Academic Freedom and Tenure. Retrieved November 27, 2011, from <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Q15 Do you feel the above definition of Academic Freedom is accurate? Is there anything missing or that you believe should be included?

Q14 Regarding the definition of Academic Freedom above, do you feel that your Academic Freedom is threatened in any way or manner?

Q16 Do you feel that your non-tenure track position at your primary college or university marginalizes you in any way or manner?

Q17 Do you feel that being employed in state that prohibits collective bargaining (unionization for employment benefits) limits your academic freedom or advocacy in your job security?

Q18 If collective bargaining were permitted, what specific things would you advocate for?

Q19 I feel I would benefit from an on-campus group specifically for non-tenure track faculty members.

☐ Yes (1)

☐ No (2)

Q23 I would join said group if it were created.

☐ Yes (1)

☐ No (2)

Q27 Do you have any additional comments about Collective Bargaining, Academic Freedom, or Contingent Faculty?

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